

# The WAIY Club Handbook

Wisconsin Abstinence Initiative for Youth  
August, 2004



*Motivating, inspiring and supporting youth in  
every Wisconsin community to choose  
abstinence*



A program of the Department of Health and Family Services  
Funded by the U.S. Department of Health and Human Services  
Family and Youth Services Bureau

## A Message from the Director of WAIY

August, 2004

Dear WAIY Club Youth Leaders:

Take a look at American television today and you might get the message that supporting sexual abstinence for your peers is not in step with reality—that all teens want to be sexually active.

In reality, 92% of 1,000 teens surveyed in 2003 said that it's important for teens to get a strong message from society that they should abstain from sex until they are at least out of high school. And among those teens who do have sex, 63% wish they had waited longer.

The WAIY Club Network is about helping youth promote abstinence among their peers. As the Director of the Wisconsin Abstinence Initiative for Youth, I am committed to the promotion of abstinence and its benefits for Wisconsin youth. I encourage you to stay strong in your decision to delay sex and to open up your heart to the needs of the teens around you.

Are your friends really open to the idea of delaying sex? Yes! From 1993 to 2003, the percentage of Wisconsin high school seniors who said they had ever had sexual intercourse went down from 67% to 51%. The Wisconsin Abstinence Initiative for Youth wants to build on this success. With all of us working together, we can help even more teens postpone sex.

How is this going to happen? By club members like you:

- learning the facts about teen sexuality, abstinence, and what makes a relationship work;
- promoting abstinence as normal, healthy, and smart for today's teens;
- finding effective ways to inspire and support youth to delay sex; and
- reaching out to youth at high risk for sexual activity.

This handbook includes several sections designed to assist you in accomplishing these goals. After presenting an overview of the WAIY Club Network, the handbook gives you hands-on help in running the club, including a list of more than sixty ideas for club activities. And please don't dismiss the section of "forms and worksheets." The latter especially are designed to make your job easier and your outreach more effective. A section on research follows with key studies showing that your peers are more open to a message of abstinence than some adults might tell you. The section on supportive materials will help you design a press release or find more information on the web. And lastly, if your club is located in a faith-based setting or at a family planning clinic, our special advisories will help you run an effective club without running into snares related to funding guidelines.

Developing positive healthy relationships is one of the most satisfying aspects of life, and promoting good relationships is what the WAIY Club Network is all about. I look forward to working with you, side by side, to make this goal a reality for teens throughout Wisconsin.

Welcome to the WAIY Club Network!

Respectfully,

Annie Miller  
Abstinence Program Consultant  
DHFS / Division of Public Health  
One West Wilson - Room 351  
Madison, WI 53702  
608-261-7654  
[millea1@dhfs.state.wi.us](mailto:millea1@dhfs.state.wi.us)  
<http://dhfs.wisconsin.gov/waiy>

# The WAIY Club Handbook

## Table of Contents

About WAIY and the WAIY Club Network.....	6
Overview of the Wisconsin Abstinence Initiative for Youth.....	7
WAIY Clubs at a Glance .....	9
Serving all Youth.....	10
Club Activities .....	11
Monthly Discussion Topics .....	12
Key Messages about Abstinence .....	13
Achievement Awards.....	14
Frequently Asked Questions .....	15
 Running a WAIY Club.....	 18
First Steps for Getting Started .....	19
Recruiting Youth Leadership.....	20
Achievement Award Activity List and Point Guide.....	21
Sixty Plus Great Ideas for Club Activities.....	24
Network Resources.....	26
The True to Life Team.....	27
Using WAIY’s Online Calendar.....	28
 WAIY Club Forms* and Worksheets .....	 29
Form / Annual Report.....	32
Form / New Member Intake .....	37
Form / Attendance Tracker for New Youth.....	38
Form / Promotional Material Release.....	40
Worksheet / Annual Goal Planning Summary.....	41
Worksheet / Effective Strategies .....	42
Worksheet / Social Marketing .....	43
Worksheet / Activity Planning.....	44
 Research on Adolescent Sexuality and Abstinence .....	 45
Teen Sex—A Public Health Concern.....	46
Teens and Abstinence .....	48
Teens and Protective Behaviors.....	50

Teens and Pregnancy Prevention Strategies .....	51
Teens and Social Marketing Strategies.....	52
A Summary of Research behind WAIY Clubs.....	53
 Supportive Materials .....	 54
Healthiest Wisconsin 2010 and Abstinence Education.....	55
Writing a Press Release .....	56
Writing a Public Service Announcement .....	61
Abstinence Web Sites .....	62
WAIY Regions 1 through 12.....	63
Contact List for the Wisconsin Abstinence Initiative for Youth.....	65
 Advisories for Using Abstinence Only Funds.....	 66
Advisory for Faith-Based Organizations using “Abstinence Only” Funds .....	67
Advisory for Family Planning Organizations using “Abstinence Only” Funds.....	70
 References and Resources .....	 72

\*All forms and work sheets are available electronically except for the promotional material release form.

# About WAIY and the WAIY Club Network

## *Overview of the Wisconsin Abstinence Initiative for Youth*

### **The Mission of WAIY**

To motivate, inspire and support youth in every Wisconsin community to choose abstinence.

### **Youth Served**

Youth aged 19 and younger with a focus on middle and high school-aged youth.

### **Key Programs of WAIY**

- **Clubs**—A statewide system of clubs to support healthy choices among youth
- **True 2 Life**—A team of 17-21 year old high school graduates from Wisconsin who share personal stories about sex, parenting, abstinence, and starting over
- **Health Materials**—Tools for use by health care providers to promote abstinence
- **Parents**—Public service announcements on 70+ radio stations to encourage parent / youth discussions about sexuality
- **Resources**—Free materials including a ten poster series, brochures and club materials
- **Website**—Updated information online at <http://dhfs.wisconsin.gov/waiy>
- **Grants**—Funds for local abstinence education programs

### **Objective**

A 25% decrease in the proportion of Wisconsin high school youth who report ever having sexual intercourse from 39% in 2001 to 30% in 2010 as measured by the Wisconsin Youth Risk Behavior Survey.

### **Priorities**

- Significantly increase the delivery of abstinence education to youth in Wisconsin
- Integrate abstinence education in existing Wisconsin education, health, and other systems
- Develop and foster research-based abstinence education programs
- Develop strong youth leadership for abstinence education
- Reach out to youth at high risk for sexual involvement
- Encourage parents to talk about abstinence with their children

### **An Important Strategy for Improving Health**

The mission, programs, objective and priorities of WAIY are based on Objective One of the high risk sexual behavior section of the Wisconsin State Health Plan, *Healthiest Wisconsin 2010—A Partnership Plan to Improve the Health of the Public*.

Objective One is a decrease in the proportion of Wisconsin high school youth who report ever having sexual intercourse to 30% by the end of 2010 (in 2003 the rate was 37%, down from 47% in 1993). In accordance with the spirit of Healthiest Wisconsin 2010, WAIY provides leadership in the promotion of abstinence education and invites Wisconsin communities to come together in addressing this important strategy of the State Health Plan.

The programs and priorities of WAIY are also based on research about effective characteristics of adolescent pregnancy prevention identified in a report called *Emerging Answers*, published by the National Campaign to Prevent Teen Pregnancy.

**Funding**

WAIY is federally funded by the U.S. Department of Health and Human Services, Family and Youth Services Bureau. The program goal is to reduce teen pregnancy by increasing the choice abstinence among unmarried youth aged 19 and younger.

**Administration**

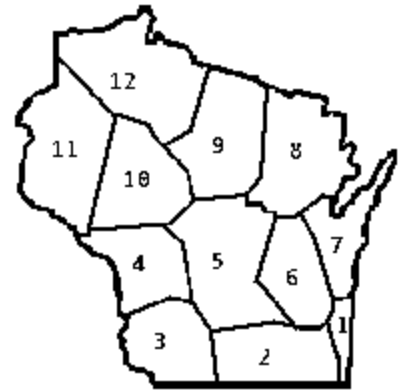
WAIY is administered by the Wisconsin Department of Health and Family Services (DHFS) as one part of its comprehensive approach to adolescent pregnancy prevention.



## *WAIY Clubs at a Glance*

### **The WAIY Club Network**

WAIY is developing local clubs for youth in twelve regions throughout Wisconsin to motivate, inspire and support the choice of abstinence. Clubs meet locally, regionally, and at statewide meetings.



### **Club activities**

- Monthly discussions to address eight topics on relationships
- Monthly activities to have fun and support each other
- Outreach to middle school youth about the importance of abstinence

### **Leadership development**

- Clubs activities are youth-developed and youth-led with input from adults
- A statewide youth advisory panel of twelve youth (1 from each region) is elected each year

### **Membership**

WAIY Club membership is for any youth in high school who is or who wants to be abstinent

### **Funds for the first two years**

- Year One: \$500 for a club advisor stipend and \$300 for club activities
- Year Two: \$500 for a club advisor stipend

### **Goal**

To develop at least 36 clubs each year (three clubs in each region)

### **Benefits of WAIY Clubs**

- Positive messages that inspire, motivate, and support abstinence and youth development
- Healthy supportive friendships with peers who value safe choices
- Growth of leadership skills and personal development
- Making a positive impact on the community
- Involvement in a statewide network
- Reduction of teen pregnancy and sexually transmitted infections

### **Additional support for clubs**

- Regional coordinators for assistance, presentations, and training
- Training events that bring clubs together regionally and statewide
- Free resources and materials
- Online WAIY Club Network Calendar for posting ideas, events, and abstinence messages
- Email listserv of club advisors
- True to Life to present to clubs and to help clubs get started

## *Serving all Youth*

WAIY Clubs welcome all youth who want to engage in healthy activities and to receive positive support for a decision to abstain from sex. Youth who meet these criteria include:

- **Youth who are in school or out of school**  
Being out of school is a great risk for becoming a teen parent. WAIY Clubs make an effort to include youth who are not in school.
- **Youth who have sexual experience**  
Many youth choose to delay sex as a result of negative consequences from a sexually active lifestyle. Others may have been sexually abused. Club members with sexual experience have power to dispel myths about the promises of sexual experience and to model for youth with sexual experience that choosing an abstinent lifestyle is possible and positive.
- **Youth who are virgins**  
A choice to maintain virginity is one that offers protection and self-confidence. Yet, as a youth gets older, he or she may experience increasing pressure from within and without to become sexually experienced. Club members who value virginity offer great support for others who have the same goal and face the same challenges.
- **Youth who are teen parents**  
For those youth parenting a child, school and life can be incredibly challenging. A serious risk is becoming pregnant a second time. WAIY Clubs are an important source of support for teens who are parenting.
- **Youth who are currently sexually active but looking for support to delay sex**  
Sexual activity places a teen at a high risk for pregnancy and sexually transmitted infections. WAIY Clubs welcome sexually active youth who sincerely want support for choosing abstinence.

## *Club Activities*

### **Club Meetings or “What do clubs do?”**

- **Monthly Discussions**

Clubs hold a monthly discussion on topics related to postponing sex and developing healthy relationships. Eight topics are provided.

- **Monthly Fun Activities**

Clubs hold a monthly activity that involves fun, promoting abstinence, serving the community, fund raising, or any combination of these themes. Ideas are provided.

- **Community Impact**

Clubs promote abstinence among youth in the community, including middle school youth, for some of their monthly fun activities. Clubs decide how often.

### **Promoting the Abstinence Message**

Clubs promote abstinence. Delaying sex is a healthy sexual choice for teens and offers advantages that only abstinence can guarantee. The 2004 WAIY Youth Advisory Team, made up of WAIY Club youth leaders, created messages that present six benefits of abstinence and titled the series, “Abstinence pays back!” WAIY Clubs promote these messages to youth throughout Wisconsin. (see Key Messages about Abstinence).

### **Achievement Awards**

WAIY provides an achievement award program to inspire club members to increase the promotion of abstinence in their communities. Achievement awards increase club activity, recognize various levels of achievement, and allow clubs maximum flexibility.

### **Club Advisor Responsibilities**

- Oversee development of club meetings
- Assure that clubs carry out required activities
- Assure that attendance records are kept and that data are collected as required for involvement in WAIY Club Network
- Oversee tallying of club event points
- Submit annual report on activities, budget and achievement award points.

## *Monthly Discussion Topics*

### For Promoting Abstinence and Building Healthy Relationships

High school youth in WAIY Clubs explore the topics below through monthly meetings. Club advisors and youth leaders work together to design strategies for addressing the topics, which may or may not include each of the bulleted points.

#### **Basic information and definitions**

- Ground rules for discussion meetings / Opportunity to ask anonymous questions
- Puberty and/or reproduction review, if appropriate
- Definitions of risky sexual activity—those that may lead to pregnancy or to the transmission of sexually transmitted infections. These include vaginal, oral or anal intercourse and some forms of mutual masturbation (Turning Point Transformation Team 2002)
- Introduction to WAIY's Abstinence Paybacks

#### **Love**

- Importance and advantages of loving relationships
- What is love? / What are different types of love? / Differences between infatuation/love

#### **Friendships and Dating Relationships**

- Goals of dating
- The importance of developing skills for building strong relationships
- Smart dating and pitfalls in dating

#### **Intimacy**

- The differences between sex and intimacy as well as the relationship between the two
- Types of intimacy (physical, emotional) and how to express intimacy without sex
- Benefits of delaying sexual intimacy

#### **Postponing sex**

- Assessing your current situation
- Positive influences on decisions (grades, parents, friends, goals)
- Negative influences on decisions (peer pressure, media, tobacco, alcohol and other drugs)
- Personal strengths and barriers for abstinence
- Decision making, refusal skills, setting personal goals, and accountability

#### **Skills for developing strong relationships**

- Communication skills
- Conflict resolution
- Recreational time together

#### **Looking for love in all the right places**

- Dating people with similar values, goals
- Looking for compatibility

#### **Self-development / Self-awareness**

- Importance of self-development, self-sufficiency, and independent living
- Identification of values and ownership of issues (empowerment)
- Character development and physical development (fitness/nutrition)
- Application of monthly discussions for upcoming short-term goals

## *Key Messages about Abstinence*

Clubs promote abstinence. Delaying sex is a healthy sexual choice for teens and offers advantages that only abstinence can guarantee.

The 2004 WAIY Youth Advisory Team, made up of WAIY Club youth leaders, created messages that present six benefits of abstinence and titled the series, “Abstinence pays back!” WAIY Clubs promote these messages to youth throughout Wisconsin.

### **Abstinence pays back!**

#### **1. Goals**

You focus better on your goal  
When your answer to sex is no.

#### **2. Health**

You don't get AIDS; you don't get STDs  
When you avoid sexual activities.

#### **3. Satisfaction**

A lifelong partner for sexual action  
Brings lots and lots of satisfaction.

#### **4. Values**

You know what you value more;  
You know you're worth waiting for.

#### **5. Monogamy**

Numerous partners can bring hurts and STDs;  
Stay with one partner and you'll be pleased.

#### **6. Timing**

Kids raising kids is hard and stressful;  
Stay abstinent and you'll be successful.

## *Achievement Awards*

### **Clubs have the option of earning achievement awards.**

WAIY provides an achievement award program to inspire club members to increase the promotion of abstinence in their communities. Achievement awards increase club activity, recognize various levels of achievement, and allow clubs maximum flexibility.

Three levels of achievement awards are available: Bronze, Silver, and Gold. Each level is achieved through earning points. Currently, awards are available on a club level basis, not an individual basis.

### **Bronze Achievement Award**

Requirement: 100 points

### **Silver Achievement Award**

Requirement: 200 points

### **Gold Achievement Award**

Requirement: 300 points

**Recognition:** Awards are presented at WAIY statewide training events.

### **Sample activities that clubs can do to earn points from the WAIY Club Handbook:**

- A guest speaker presents at a monthly WAIY Club topic meeting.
- A club member attends ten club meetings, activities, or events.
- The club creates a unique tool for promoting abstinence.
- The club holds an event to promote abstinence in the community.
- The club holds a fun activity for club members and guests.
- The club receives a letter of support from a local community organization.
- The club presents a workshop at a statewide or regional WAIY meeting.

**See the Achievement Award Activity List for points clubs can earn for various activities.**

Points are recorded on the WAIY Club Event Log.

## *Frequently Asked Questions*

### Program Sponsors

#### **Why is the Wisconsin Abstinence Initiative for Youth promoting abstinence?**

Almost all teens desire to see abstinence supported as normal, healthy behavior. In a 2003 random telephone survey of 1,000 teens, conducted by the National Campaign to Prevent Teen Pregnancy, 92% said they want strong support from society to delay sex until at least after high school.

Not surprisingly, surveys and polls indicate that the percentage of youth in Wisconsin who are delaying sexual intercourse is growing. In 1993 47% of Wisconsin students reported that they had ever had sex in the Wisconsin Youth Risk Behavior Survey, but in 2003, the percent was down to 37%. For high school seniors, over the same time period the percentage who reported ever having sex dropped from 67% to 51%.

The promotion of abstinence for teens as an effective means for preventing teen pregnancy and sexually transmitted infections is an important strategy of the High Risk Sexual Behavior Section of the state health plan, *Healthiest Wisconsin 2010—A Partnership Plan to Improve the Health of the Public*.

#### **Why is the Department of Health and Family Services using a statewide strategy?**

The implementation of WAIY Clubs also provides a vehicle for addressing various strategies identified in *Emerging Answers*, a relevant report about how to effectively decrease adolescent pregnancy (Kirby 2001). The report identified ten program characteristics that have been found to effectively reduce adolescent pregnancy. See research on teens and pregnancy prevention strategies.

#### **Are WAIY Clubs research-based?**

Yes. WAIY's Club Network design reflects research about effective characteristics of adolescent pregnancy prevention programs. For example, clubs provide peer support for positive health behaviors. Influence of peers was identified in *Protecting Teens: Beyond Race, Income and Family Structure* as one of three important factors that help youth avoid risky behaviors (two other important factors are connection to parents and scholastic achievement). WAIY Clubs give local communities the opportunity to meet young people who share this value and to work together to provide the support that youth in your community are asking for. Other research influencing the WAIY Club Network are described in this document.

#### **Who is responsible to run the WAIY Club?**

A club must be sponsored by a school or community based organization, which must in turn assign a club advisor to oversee the club. Teen leaders work with the advisor to establish club priorities and activities.

#### **Who can be a WAIY Club advisor?**

Teachers, parents, youth workers, college students, or local high school graduates are all good candidates to serve in this capacity. Advisors must be supportive of the abstinence message. The school or organization is required to provide documents outlining the policy and procedure for conducting background checks on adults working with youth as advisors or volunteers. Resources for conducting background checks and downloadable forms are available at:

- MENTOR/National Mentoring Partnership ([www.mentoring.org](http://www.mentoring.org))
- The National Mentoring Center ([www.nwrel.org](http://www.nwrel.org))
- The non-profit risk management center ([www.nonprofitrisk.org](http://www.nonprofitrisk.org))

**Are WAIY Club members required to sign a pledge card that they are abstinent?**

No. WAIY Clubs may choose to promote abstinence pledge cards in their communities, but signing an abstinence pledge card is not allowed by WAIY as a requirement to join a local WAIY Club. WAIY Clubs are designed to support youth who are abstinent or who want to be abstinent. A sexually active youth who wants to become abstinent could spend several months engaged in club activities before gaining the strength to resist sexual pressure. However, club members are required to be supportive of the abstinence message.

**How does WAIY define youth at risk for transitioning to sexual activity?**

The Add Health Survey (Blum, 2000) conducted by the University of Minnesota found that traditional definitions of at risk youth, such as being from a single parent or low-income home, are not as strong of indicators as other factors. Stronger indicators include factors such as a youth's performing poorly in academics, experiencing a disconnect with parents, or having peers who are involved in risky activities. WAIY encourages club leaders to reach out to youth that might be experiencing some of these factors and to include them in club activities.

**What are the attendance policies?**

Each club determines their own attendance policy.

**What do clubs do to support abstinence?**

Club members get together each month to discuss topics related to choosing abstinence and how to build healthy relationships. Also, each club designs an activity each month. At the same time, the WAIY Club Network offers achievement awards to recognize local clubs for promoting and supporting abstinence among their peers.

**What are the costs involved?**

Costs for running a club depend on the projects that each club initiates; clubs are encouraged to do some fund raising activities. Through a grant from the abstinence education program of the U.S. Department of Health and Family Services, the Wisconsin Abstinence Initiative for Youth is able to provide funding for the first two years of a club's operations:

- Year one: **\$500** stipend for the club advisor and **\$300** for club activities
- Year two: **\$500** stipend for the club advisor

**Who chooses and designs club activities? Do adults need to be involved with activities?**

WAIY promotes youth and adult partnerships for all aspects of program implementation. The WAIY Club advisor or another adult must attend all club sponsored activities.

**When do the clubs meet?**

Two meetings are required each month (one discussion and one activity); many clubs meet more often.



## *Frequently Asked Questions*

### Club Members

#### **Why should I be involved with the WAIY Club Network?**

Almost all teens desire to see abstinence supported as normal, healthy behavior. WAIY Clubs give you the opportunity to meet young people who share this value and to work together to provide the support that youth in your community want and need.

Teens surveyed annually express a desire for more support for abstinence. A survey conducted every year by the National Campaign to Prevent Teen Pregnancy is called, *"With One Voice: America's Adults and Teens Sound Off about Teen Pregnancy."* In 2003, nearly all youth surveyed, 92%, believe it is important that teens be given a strong message from society that they should abstain from sex until they are at least out of high school (National Campaign 2003). In the previous year the percentage was 93%.

#### **Are other teens choosing abstinence?**

Yes! An increasing percentage of Wisconsin teens are choosing abstinence. In 2003, 37% of Wisconsin students reported that they had ever had sex; in 1993 it was as high as 47%. For high school seniors, over the same time period the percentage who reported ever having sex dropped from 67% to 51%.

#### **How much time do I have to dedicate each month?**

Personal commitment is up to you. Clubs hold topic discussions and activities every month. Some clubs meet weekly.

#### **What type of activities will I be involved in?**

Club members get together each month to discuss how to build healthy relationships. Also, each club designs an activity each month.

#### **Do I need my parent's permission?**

This depends on the policy of your school or organization.

# Running a WAIY Club

## *First Steps for Getting Started*

### **Step 1**

Talk with the regional coordinator or WAIY Club Director to clarify any questions about the WAIY Club Network. Make sure that all paperwork is in order so that start up funds will be received in a timely manner.

### **Step 2**

Recruit youth leaders (see “Recruiting Youth Leadership”).

### **Step 3**

WAIY recommends the advisor hold four meetings with youth leaders within the first three weeks of starting up before holding general club meetings. Also, at least one meeting should be devoted to relaxing and having fun together.

#### **Leader Meeting One**

1. Invite the school principal or other to talk for ten minutes with the leaders about the importance of the club and the positive contribution it will make to the community.
2. Review important topics addressed in the WAIY Club Handbook such as:
  - The WAIY Club Network
  - Clubs at a Glance
  - Club design, including roles of advisors and youth
  - WAIY Club Leadership
3. Assign leaders to memorize WAIY’s list of “Abstinence Paybacks” for meeting two.

#### **Leader Meeting Two**

1. Review WAIY’s list of “Abstinence Paybacks” and give prizes to all youth who memorize.
2. Review important topics addressed in the WAIY Club Handbook such as:
  - Serving all Youth
  - Discussion topics
  - Importance of data collection
  - Achievement awards
3. Review annual report due May 15 of each year.
4. Schedule advisor and teen leaders to attend WAIY’s next leadership training—September (statewide) or January (regional).

#### **Leader Meeting Three**

Hold a fun activity for the leaders.

#### **Leader Meeting Four**

1. Choose a club name if desired.
2. Draft club goals for the year (use the WAIY Club Goal Planning Worksheet).
3. Plan first discussion meeting for topic one and how to invite other youth.
4. Plan first activity
 

Incorporate the WAIY worksheets on effective strategies and social marketing in planning your first discussion and activity

## *Recruiting Youth Leadership*

### **Club Youth Leader Responsibilities**

- Help organize and attend leadership meetings
- Help develop, lead and attend club meetings, activities, and events

### **Desired Qualities**

- Recognized by youth as someone they can go to for advice or help
- Can communicate abstinence values with sensitivity to youth with a wide variety of values and decisions about abstinence
- Can support youth who are simply choosing “abstinence” as well as those who are choosing abstinence “until marriage”
- Follow through on commitments for various activities and events

### **Recruiting WAIY Club Leaders**

In establishing WAIY Club youth leaders, several strategies can be used to avoid a team that is developed based on popularity rather than on leadership qualities:

- The advisor assigns a president who works with the advisor to choose the rest of the leaders.
- The advisor chooses all the leaders based on personal knowledge and that of other adults.
- A survey is taken to identify “hidden” youth leaders in various cliques.

A variety of methods will work for developing a leadership team. One school established a widely representative student leadership team by surveying the youth with one simple question: “Who are the peers that you would go to for advice or help?” Staff met with youth whose names rose to the top and invited them to become a member of a school wide leadership team. Their grades were not always good, but they were the youth recognized as leaders among their peers.

### **Youth Leadership Roles**

Leadership teams can be organized through traditional officer roles (president, vice-president, secretary, treasurer) or through club areas of interest such as: discussion meetings, fun activities, events to promote abstinence, service projects, fund raising activities, public relation activities (advertising club events, distributing abstinence information) or membership development.

No matter which style of leadership formation a club chooses, it is advisable to have at least a club president to be responsible for setting up and running meetings.

### **Leadership Representation**

WAIY encourages club organizers to consider the variety of youth to be served by the club in forming the leadership team. Some considerations for leadership are to include:

- a balance of both males and females
- youth representing the community to be served (race, sexual orientation, urban/rural)
- youth whose goal is to continue delaying sex
- youth who have re-established a commitment to abstinence after having sex

## *Achievement Award Activity List and Point Guide*

Clubs can earn points toward Achievement Awards by conducting basic club requirements as well as additional activities. Points are awarded on a 12 month basis, with the period for achieving points running from June 1 through May 31 of each year. WAIY Clubs can conduct activities and earn points all year round.

To earn points, clubs record activities on the WAIY Club Activity Record which is submitted one month prior to recognition event. WAIY Clubs earn some credit for foundation building—ten percent of the total point value on May 31 will carry over to the next year's point tally.

### **List of activity categories and numbers**

Clubs can earn points through any combination of the following activity categories, organized by category names and letters:

<i>Points</i>	<i>Activity Code</i>	<i>Activity Description</i>
<b>Long-Term Planning / Category LTP</b>		
5	LTP 1	<b>The club:</b> — holds four meetings for the youth club leaders (one of which is a fun activity) within three weeks
3	LTP 2	— completes the annual goal planning worksheet within the first three meetings of club leaders
5	LTP 3	— reviews its completed annual goal planning worksheet in light of the effective strategies worksheet numbers 1 through 8
3	LTP 4	— reviews a planned event in light of the effective strategies worksheet numbers 9 through 13
5	LTP 5	— reviews a planned event in light of the social marketing worksheet numbers 1 through 10
2	LTP 6	<b>Bonus points</b> <i>if the club asks for written feedback from ten or more youth after an event</i>

<b>Monthly Meetings / Category M</b>		
2	M1	A guest speaker presents at a monthly WAIY Club discussion meeting
1	M2	A club member attends ten club meetings, activities, or events (1 pt for every ten meetings each member attends)

<i>Points</i>	<i>Activity Code</i>	<i>Activity Description</i>
<b>Abstinence Promotion Monthly Activity Option / Category A</b>		
10	A1	<b>The club:</b> — creates a unique tool for promoting abstinence
5	A2	— holds a training meeting to train members in how to use a tool it created
5	A3	— uses or replicates a tool that was shared by another club in a sharing packet
10	A4	— develops a mentor training program for its community
5	A5	— researches and chooses a mentor training program already designed
10	A6	— holds a mentor training meeting
10	A7	— holds an event to promote abstinence in the community
5	A8	<b>A club member:</b> — uses an abstinence tool to share an abstinence message with a group
1	A9	— uses an abstinence tool to share an abstinence message with a friend
1	A10	— mentors a younger teen (1 point for every get together)
2	A11	<b>Bonus points</b> <i>For tying an event to a national or local commemorative day</i>
1	A12	<i>For every ten percent of the organization's population who hear a ½ hour presentation or who receive a written abstinence message (new points each event)</i>

<i>Points</i>	<i>Activity Code</i>	<i>Activity Description</i>
<b>Fun Monthly Activity Option / Category F</b>		
5	F1	The club holds a fun activity for club members and guests

<b>Service Learning Monthly Activity Option / Category SL</b>		
5	SL1	The club holds a community service project for club members and guests

<i>Points</i>	<i>Activity Code</i>	<i>Activity Description</i>
<b>Fund Raising Monthly Activity Option / Category FR</b>		
15	FR1	<b>The club:</b> — writes a grant application and submits it to a funding organization.
5	FR2	— holds a fund raising event. If the event also promotes abstinence, points will be awarded for that category as well (i.e. selling flowers with abstinence messages).
5	FR3	— creates a set of promotional materials that provide information about the club to community organizations, requests event participation or asks for support. The materials might include a club brochure, form letters, or photos of club activities.
5	FR4	— holds a training meeting to train members in how to use promotional materials.
5	FR5	— presents promotional materials to a group or individual from a community organization (school, business, government, health care, faith-based, civic, media).
3	FR6	— receives a letter of support from a local community organization.
2	FR7	— receives a donation (any size) or an in-kind contribution (such as printing services) from a local community organization.
2	FR8	A community organization places an abstinence message in its facility.

<b>Curriculum / Category C</b>		
15	C1	<b>A club member:</b> — receives training to participate in a middle school abstinence program
30	C2	— helps facilitate / participates in a full middle school abstinence program
5	C3	— participates as a guest speaker in a middle school abstinence program

<b>Development and Maintenance of Club / Category D</b>		
20	D1	<b>The club:</b> — has a balance of at least \$1,000 on May 15 to be carried over to the next year
5	D3	— advertises a topic meeting, activity or event with ten posters, announcements or written invitations (5 points for every ten)
5	D2	— has officers with specific roles in place within one month of start up
<b>Network Development of WAIY / Category N</b>		
15	N1	<b>The club:</b> — works with members of another WAIY club(s) on a collaborative event to promote abstinence in their region (fifteen points for each club participating).
10	N2	— presents a workshop at a statewide or regional WAIY meeting.
10	N3	— gives other clubs a sharing packet to use an idea, includes instructions
5	N4	— attends a statewide or regional WAIY meeting.
5	N5	— invites the True to Life team to present in their community.
5	N6	— sends invitations for an event to clubs throughout the state (email counts).
1	N7	— posts an event or message on the online WAIY calendar
2	N8	<b>Bonus points</b> <i>if an idea package includes a description of results</i>

## *Sixty Plus Great Ideas for Club Activities*

### **Promoting Abstinence**

1. Invite motivational speakers to address the club.
2. Invite couples and singles that have committed to abstinence to address the club.
3. Attend an abstinence conference.
4. Make and distribute a list of ways to show your love for another person besides having sex.
5. Publish a magazine that supports abstinence.
6. Create and implement a writing contest.
7. Discuss other words or phrases for abstinence (e.g.: positively waiting).
8. Create contests for the school newsletter with an abstinence message.
9. Hold a public service announcement contest.
10. Produce and distribute an abstinence brochure.
11. Write an STD quiz and survey youth in your community. Send results with correct answers to the local newspaper.
12. Create a display board of pictures of teens that are delaying sex or couples that waited.
13. Remember going to the movie theatre and seeing a no smoking, talking, cell phone ad using barbie dolls? Create the same kind of short video clip supporting abstinence.
14. Use skits, songs, video or other media to present the value of sexual abstinence.
15. Get a list from students (possibly from health classes) of all the excuses teen have heard to have sex. Create a come back for each excuse and present them to students.
16. Host an evening dinner theater to teach benefits of abstinence to parents and present skits on how to talk to their youth. Consider not allowing other youth so parents are free to ask questions (now there's a switch).
17. Create an ad/commercial promoting abstinence.
18. Organize an abstinence rally or campaign.
19. Host a community or school discussion about abstinence.
20. Organize a post prom lock-in.
21. Do public speaking about abstinence to the community or students.
22. Write letters to the local newspaper or school newsletter.
23. Distribute lists of abstinence resources to the community.
24. Make a list of refusal skills and name each one. Then practice!

### **Fun Activities**

25. Attend a concert, movie, or event with a positive message.
26. Go hiking, climbing, biking or anything else that gets people moving.
27. Complete a high ropes or another type of challenge course together.
28. Build a float for a parade.

### **Service Projects**

29. Volunteering at a nursing home, hospital or rescue mission.
30. Cleaning, shopping or mowing lawn for elderly or disabled community members.
31. Picking up garbage.
32. Reading to young children (library).
33. Clothes or food drive for the needy.
34. Tutor youth.
35. Start or participate in a mentoring program.
36. Coach a youth sports team.



37. Volunteer at a local crisis pregnancy center.
38. Volunteer at a teen parent program.
39. Volunteer at a medical facility.
40. Volunteer at a college health fair.
41. Promote an upcoming fundraising or service project.
42. Volunteer at the local public health department.
43. Have an arts & craft day involving activities/games for children.

### **Fundraisers**

44. Car wash.
45. Make or buy and sell abstinence jewelry.
46. Design and sell T-shirts.
47. Concession sale at sporting event or business.
48. Arrange a sports tournament (regular sports or extreme/silly sports like polar bear jumping).
49. Hold a silent auction using donated items.
50. Have a bake sale and/or brat & burger sale.
51. Sell temporary tattoos at school events.
52. Host a marathon or relay with an entrance fee (teams work best).
53. Host a carnival event with an entrance fee.
54. Sell chocolate roses or flowers for Valentine's Day.
55. Host a dance or concert with an entrance fee.
56. Host a roller skate or bowling night with an entrance fee.

### **Creating a Sense of Belonging among Club Members**

57. Create a weekly motivational session before the meeting starts. For example; each member gives a brief positive situation that happened since their last meeting.
58. Take time to compliment each club member to increase a feeling of value and motivation and increase the feeling of community and belonging in the club. Some ways to facilitate this include: Tape a piece of paper to each person's back and everyone take a turn writing a positive note for the individuals to read privately later. Sit in a circle with one person on the outside with their back turned to the group. Each person then takes a turn saying something nice about that person "behind his or her back." Or the person may stay in the circle and take notes while people complement them.
59. Use a talking circle (everyone must listen to person who is speaking) to allow others to voice concerns or opinions during meetings.
60. Keep a log of club quotes and post them at each meeting – they can be funny or inspirational.
61. Create a museum of the club members.
62. Have a pot luck where everyone brings their absolute favorite meal or dessert.
63. Take photographs of club members and put photos on CD's to share.

## *Network Resources*

Through involvement in the WAIY Club Network, organizations have access to many free resources (except for a minimal registration fee for training events). To access these resources, contact your regional coordinator (see Contact List).

- Club Handbook—help for starting and maintaining an effective club, including research on effective prevention of teen pregnancy.
- Regional Coordinators provide supportive services.
- Funds for the first two years of the club.
- Training events—free or low cost events that bring clubs together regionally or from across the state.
- Present and Prevent slide show—a professionally developed, fun and colorful presentation on abstinence.
- Brochures—materials for your club members or to distribute in your community.
- Online calendar—access to a shared calendar for posting ideas, event invitations, and abstinence messages
- Website—a great resource of information about abstinence education at [www.dhfs.wisconsin.gov.waiy](http://www.dhfs.wisconsin.gov.waiy).
- Email listserv of club advisors, updated and distributed regularly
- A list of all WAIY clubs throughout Wisconsin
- True to Life—See next page

### *The True to Life Team*

True To Life is a group of six young, diverse high school graduates from Wisconsin. Led by the AIDS Resource Center of Wisconsin through a grant with the Department of Health and Family Services, the six youth use their individual experiences, talents, creativity and energy to connect with audiences in order to motivate teens to abstain from sex.

The goal of True To Life is to prevent HIV, sexually transmitted infections (STIs) and pregnancy among teens through explaining the benefits of abstinence, such as achieving goals, respecting self and remaining healthy.

True To Life is available for assembly style presentations, those involving the whole team, for groups of 50 or more youth. However, bookings are available in specific regions of the state at specific times of the each year.

Classroom presentations, those involving two members of True To Life, are available statewide at any time of the year to groups of fewer than 50 youth

True To Life members are available to help get WAIY Clubs off to a running start.

Contact Vickie Valenti, Program Manager, at 715-355-6867 or visit True To Life on the web at <http://dhfs.wisconsin.gov/waiy/truetolife/index.htm>.

For a list and photo of the current True to Life members, visit the WAIY website at [www.dhfs.wisconsin.gov/waiy/truetolife/members](http://www.dhfs.wisconsin.gov/waiy/truetolife/members)

## *Using WAIY's Online Calendar*

WAIY has established a free public use calendar on the web for all clubs to access. The program allows clubs to post items to be seen by other clubs.

### **Accessing the Calendar**

There are three levels of security available to clubs: viewing, adding information, or editing.

To go to the calendar site, type the following address in your internet browser (**note--there is no www**): <http://my.calendars.net/WAIY>. A pop-up window will ask for a user id and a passcode. At this point, three options are available:

- |                               |                             |                        |
|-------------------------------|-----------------------------|------------------------|
| 1. To view the calendar:      | <b>User ID:</b> WAIYViewing | <b>Passcode:</b> Clubs |
| 2. To add to the calendar:    | <b>User ID:</b> xxxx*       | <b>Passcode:</b> xxxx  |
| 3. To edit and delete events: | <b>User ID:</b> xxxx        | <b>Passcode:</b> xxxxr |
- (no spaces between the words in the user ids and pass codes)

\* Level 3 allows for all three uses; level 2 allows for both adding and viewing. To get the user ID and passcode for levels 2 and 3, see your club advisor.

### **Adding to the Calendar**

- Click on the desired month in the green navigation section at the top of the calendar.
- Click on underlined date of the day in which you are posting such as 18 to arrive at a form for adding to the calendar.
- In the first row, add text under "Calendar Text."
- In the second row, choose a category from the drop down menu:
  1. Idea sharing. See example on February 13 (yellow shading).
  2. Event sharing. See example on September 17 (green shading)
  3. Abstinence message. See example on March 18 (white on red shading)
  4. Deadline. See example on February 17 (white on black shading)
  5. National and other state with format of (white on dark blue shading)
  6. WAIY meeting. See examples on February 9 and February 23 (purple shading).
- To make the text into a link to another internet address, type the address in the window marked Pop Up Text or URL Link (See September 17 example).
- If appropriate, choose start time and end time under drop down menu in the upper right hand corner.
- Click "Submit."
- Click "View Calendar" (yellow box) and see results.
- To edit, click again on the date, and then click "edit" in the left column.

Note: If you have a problem with or an idea for the calendar, please contact Annie Miller, WAIY Director, at 608-261-7654 or at [millea1@dhfs.state.wi.us](mailto:millea1@dhfs.state.wi.us).

# WAIY Club Forms\* and Worksheets

*\*All forms and work sheets are available electronically except for the promotional material release form.*

*Form / Club Event Log*  
(make copies of this page as needed)

Sponsoring organization: \_\_\_\_\_ Club No. \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_

Event Number	Date of Event	The letters below correspond with activity categories that this event met. For each event recorded, note the activity numbers addressed under each appropriate category (see list of activity categories and numbers).								Achievement points earned. Indicate points for each activity number addressed, as noted in column 3, and then total.
		M	A	F	SL	FR	C	D	N	
Brief Description of Event:										
<i>Sample</i>	2/13/04		A11 A12 A13						N2	5 + 2 + 10 + 10 = 27 (total)
Brief Description of Event: Put a heart with an abstinence message on 100% of school lockers for Valentine's Day. Did training workshop: school rules, planning, recruiting.										

Brief Description of Event:										
Brief Description of Event:										
Brief Description of Event:										
Brief Description of Event:										
Brief Description of Event:										

## WAIY Club Event Log Directions

This log allows each club to briefly record the events the club has held and to record activity points that apply toward earning achievement awards. Follow these directions, listed by column.

### Column 1—Event Number

In the first column, number each event starting with one.

### Column 2—Date of Event

List the date of the event.

### Column 3—Category of Activity

Under each lettered sub-column, record the exact activity number or numbers that the activity addressed. Use the activity numbers provided in the activity list and point guide. Many events will address more than one activity number.

#### Activity Category Key

- M = Meetings for discussion of topics
- A = Abstinence Promotion
- F = Fun Monthly Activity Option
- SL = Service Learning Monthly Activity Option
- FR = Fund Raising Monthly Activity Option
- C = Curriculum
- D = Development and Maintenance of Club
- N = Network Development of WAIY

### Column 4

For achievement points earned, refer to the point guide in the list of activity categories and activity types. Show the points earned for EACH activity number that you recorded in column three. Then show the total points earned for the event.

### Column 5

Provide a brief description of the activity.

*Form / Annual Report*

Due: May 15 of each school year

Page 1 of 5

**WAIY Club Identification Information**

Sponsoring Organization: \_\_\_\_\_ Club No. \_\_\_\_\_

Key Contact: \_\_\_\_\_ Club Advisor: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, ZIP: \_\_\_\_\_

\_\_\_\_\_  
Signature of Authorized Personnel\_\_\_\_\_  
Date**MAIL TO:**

Annie Miller, Abstinence Program Consultant  
 DHFS, Division of Public Health  
 One West Wilson Street - Room 351  
 Madison WI 53702

If you have questions, contact Annie Miller at 608-261-7654 or at [millea1@dhfs.state.wi.us](mailto:millea1@dhfs.state.wi.us) (use the #1 key after millea).



**A. WAIY Club Event Log**

Attach the WAIY Club Event Log to indicate club events and to report achievement award points earned.

**B. Highlights from the year**

Record any special events you want to describe in detail. What event(s) did you find to be successful and worth replicating in other clubs?

**C. Challenges**

What challenges did you face, and how did you meet them?

**D. Data**

Federal Forms \* and 3 of the U.S. DHHS Abstinence Education Program are included in this report. The data collected on these forms are important and are required for federal reporting. The best way to collect this data is as follows:

Use form 2, “UNDUPLICATED Count of Clients Served” to record every FIRST TIME visit by any person who attends a WAIY Club event.

Use form 3, “TOTAL ENCOUNTERS by Clients” to record every person, including first time visitors, who attends every event.

The best approach for smaller meetings may be to have first time visitors fill out a form that collects their age and race. For larger events, staff from the hosting organization can often provide the data needed or they can help strategize to collect the required data.

\*Form 1 collects statewide data that DHFS fills out independently of local club data).

Sponsoring Organization: \_\_\_\_\_ Club No. \_\_\_\_\_

### Section D-Data Collection

#### Federal Form 2—Unduplicated Count of Clients Served (includes services to club members and community outreach events)

Use this form to record the *total number* of clients you have served for the year. Do not count a youth twice if he or she is in separate aspects of the programs, i.e., do not count a youth each time you have served him or her.

Males	Age in Years						
	<10	10-14	15-17	18-19	20-24	>24	Total
Non-Hispanic White							
Black							
Hispanic							
Others							
Females	Age in Years						
	<10	10-14	15-17	18-19	20-24	>24	Total
Non-Hispanic White							
Black							
Hispanic							
Others							
Total							

Sponsoring Organization: \_\_\_\_\_ Club No. \_\_\_\_\_

<b>Section D-Data Collection</b>							
<b>Federal Form 3—Total Encounters by Clients (includes interactions with club members and community outreach events)</b>							
<p>Use this form to record the <i>total encounters</i> of clients you have served this quarter. This form focuses on the club <b>and on community outreach events</b>. How many times have there been encounters with a youth in the given age category, <i>including multiple encounters with a single person</i>. If a youth has attended 5 meetings or events, there should be 5 encounters recorded for that youth alone. The total number (shaded box) will be higher than the total number of youth served (Federal Form 2). If 200 freshmen heard a presentation, the total 15-17 year olds should be increased by 200, and you should make your best guess at breaking them down by age and race.</p> <p>Example: If you have 30 youth aged 15 or 16 who attended all 8 pivotal topic discussions but no other WAIY Club events or meetings, you should record a total of 240 under the column 15-17. (The 240 would be broken down in the top rows by gender and ethnic background.)</p>							
Males	Age in Years						
	<10	10-14	15-17	18-19	20-24	>24	Total
Non-Hispanic White							
Black							
Hispanic							
Others							
Females	Age in Years						
	<10	10-14	15-17	18-19	20-24	>24	Total
Non-Hispanic White							
Black							
Hispanic							
Others							
Total							

**Abstinence Component of Program**

How many youth have learned the messages of “Abstinence Pays Back”? \_\_\_\_\_

How many youth have demonstrated an ability to identify and explain at least five of the messages of “Abstinence Pays Back”? \_\_\_\_\_

Clubs must submit a copy of their accounting ledger. The ledger should show which activity each expenditure applies to, as well as the date, description, payment or deposit amount and balance.

[illegible]

WAIY Club Handbook, August 2004

*Form / New Member Intake*

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Age: \_\_\_\_\_

Race: \_\_\_\_\_

Sex: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Parent or  
Guardian's Name(s): \_\_\_\_\_

Address if different: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How can the WAIY Club Network best support youth who join the clubs as members?**

**How can WAIY Clubs best promote abstinence among the peers of your school?**

**Do you have friends that do or would support you in choosing abstinence?**

**What are your expectations in joining this WAIY Club?**

Some youth have more difficulty in deciding or keeping a decision to delay sex. Sharing a goal to delay sex by talking about it or writing it down can help. You can use this space to record any goal you have regarding abstinence if you so desire. Or you are free to discuss it with the club advisor. We also hope that the youth you meet in this club will support you in the choice.

*Form / Attendance Tracker for New Youth*  
(For use in filling out form 2 of WAIY Club annual report)

Date of Meeting or Event: \_\_\_\_\_

Total number of youth who attended for the very first time: \_\_\_\_\_

(Should be the same as the total in the gray box in the table.)

**NEW YOUTH:** In the appropriate cell, place a hash mark for each youth who attended this meeting or event who hasn't attended any previous WAIY Club activities. If the event is a large assembly, estimate as best you can.

Males	Age in Years						
	<10	10-14	15-17	18-19	20-24	>24	Total
Non-Hispanic White							
Black							
Hispanic							
Others							
Females	Age in Years						
	<10	10-14	15-17	18-19	20-24	>24	Total
Non-Hispanic White							
Black							
Hispanic							
Others							
Total							

WAIY Clubs are funded through a federal grant that collects information on how many youth are served through the grant.

**Directions:**

1. Fill out for a WAIY Club Attendance Tracker for **New Youth** for each meeting.
2. Put all attendance trackers for new youth in one file. Keep separate from those used to track youth served more than once.
3. The club advisor should use this file for filling out form 2 for the annual report.

Form 2 is used for reporting the total number of **youth** that ever attend at least one meeting or event.

### *Form / Attendance Tracker for Repeat Youth*

(For use in filling out form 3 of the WAIY Club annual report)

Date of Meeting or Event: \_\_\_\_\_

Total number of youth who attended for the second time or more: \_\_\_\_\_

(Should be the same as the total in the gray box in the table.)

**YOUTH SERVED MORE THAN ONE TIME:** In the appropriate cell, place a hash mark for each youth who attended this meeting or event who HAS attended previous WAIY Club activities. If the event is a large assembly, estimate as best you can.

Males	Age in Years						
	<10	10-14	15-17	18-19	20-24	>24	Total
Non-Hispanic White							
Black							
Hispanic							
Others							
Females	Age in Years						
	<10	10-14	15-17	18-19	20-24	>24	Total
Non-Hispanic White							
Black							
Hispanic							
Others							
Total							

WAIY Clubs are funded through a federal grant that collects information on how many youth are served through the grant.

**Directions:**

1. Fill out for a WAIY Club Attendance Tracker for **Youth Served More Than Once** for each meeting.
2. Put all attendance trackers for youth served more than once in one file. Keep separate from those used to track NEW youth.
3. The club advisor should use this file for filling out form 3 for the annual report.

Form 3 is used for reporting the total number of **times** any youth has ever attended any meeting.

*Form / Promotional Material Release*

**Wisconsin Abstinence Initiative for Youth  
Submission for Promotional Material  
Certification of Compliance with Release of Liability**

This release form must be signed when photos or materials are obtained from club members for use in publications of the Department of Health and Family Services (DHFS). Examples include the DHFS website, newsletter, or competitive contests.

I, \_\_\_\_\_ certify that:  
(Full Name, please print)

- 1. Any written materials I submitted are original work that were created solely by me.
- 2. I understand that, except where prohibited by law, submitting my photo, story or any other original work to the State of Wisconsin constitutes unlimited permission by the State of Wisconsin to use my name and/or photograph, along with my creative work identified as written by me, in promotional material without further compensation.

**I HAVE READ AND UNDERSTAND THIS CERTIFICATION.**

_____ Youth's Signature	_____ Name Printed	_____ Date
----------------------------	-----------------------	---------------

**I, BEING THE PARENT OR GUARDIAN OF THE ABOVE YOUTH, HEREBY AGREE TO BE BOUND BY THE PROVISIONS OF THIS CERTIFICATION.**

_____ Parent/Guardian's Signature	_____ Name Printed	_____ Date
--------------------------------------	-----------------------	---------------



## *Worksheet / Annual Goal Planning Summary*

### A Ten Point Goal Planning Exercise

#### 1. Leaders' names and areas of responsibility:

#### 2. How will we build team spirit in our club and welcome / involve youth who really need support to choose abstinence (see "Serving All Youth")?

#### Promoting abstinence in our community

#### 3. How many events will we hold to promote abstinence during the year \_\_\_\_\_

#### 4. How many outreaches will be do among middle school youth \_\_\_\_\_

(WAIY's goal is that each club promote abstinence to at least 50 middle school youth)

#### 5. How many outreaches will be do among high school peers \_\_\_\_\_

#### 6. How will we promote the power paybacks in our events?

#### 7. Achievement Award Goal: ☐ Bronze ☐ Silver ☐ Gold Points needed: \_\_\_\_\_

#### 8. Fund Raising Goal: \$\_\_\_\_\_ Number of events needed to raise: \_\_\_\_\_

#### 9. Discussion Topic Schedule

Topic	Month or Date	Speaker?	Goal for achievement award points	Other
Basics / Introduction				
Friendship and Dating				
Love				
Intimacy				
Postponing sex				
Skills for relationships				
Looking for love				
Self-development				

#### 10. Activity Schedule

Activities fall into four categories: Fun, Promoting abstinence, Fund raising, or Service

Event	Month or Date	Category	Goal for achievement award points	Other

## *Worksheet / Effective Strategies*

WAIY clubs can improve events, discussions and overall program development by considering strategies in light of research on influences of teen risk behaviors and effective teen pregnancy prevention strategies. Consider the questions below for individual events or overall program development.

### **Overall Program Development**

1. Does the program provide basic, accurate information about the risks of teen pregnancy and ways to avoid intercourse and other risky sexual behaviors?
2. Does the program promote scholastic achievement, parent / family connectedness, family discussions about sexuality, or peer support for healthy behaviors?
3. Does the program train youth about the risks of sexual activity or teach them refusal skills?
4. Does the program encourage youth to form a goal regarding sexual decisions?
5. Does the program address social pressures that influence sexual behavior?
6. Does the program teach and allow practice with communication, negotiation, and refusal skills?
7. Does the program involve youth in lessons and have them personalize the information?
8. Does the program provide 14 or more hours of exposure?

### **Events and Discussions**

9. Does the event or discussion support an overall focus on reducing one or more sexual behaviors that lead to unintended pregnancy or other outcomes related to teen sex?
10. Is the event or discussion based on theoretical approaches that have been demonstrated to influence other health-related behaviors?
11. Does the event or discussion deliver and consistently reinforce a clear message about abstaining from sexual activity (consistency of the messages was one of the most important characteristics found in *Emerging Answers*).
12. Does the event or discussion involve behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students?
13. Is the event or discussion led by adults or youth who believe in the program and have received adequate training?

**Application:** Components to include in the event, discussion, or program design as a result of this analysis:

## *Worksheet / Social Marketing*

WAIY clubs can improve abstinence outreach events by considering the strategies to be used in light of social marketing research. Consider the questions below.

### **Questions:**

1. Is the ultimate goal of the event to help youth successfully delay sex? Does the goal include all types of risky sexual behaviors or only one (intercourse, oral sex, anal sex, and some forms of mutual masturbation (defined as risky in Healthiest Wisconsin 2010)?
2. Does the event show youth how the **benefits** of delaying sex are greater than the **costs** of delaying sex? What are the benefits and costs that will be discussed?
3. What does abstinence mean to most of the youth being served by the event? How is the event being designed to address what the youth think of abstinence?
4. Are there additional opinions about delaying sex among the youth being served by the event? If so, can this event address more than one viewpoint on abstinence or should other viewpoints be addressed in other events?
5. How is the choice of delaying sex being shown as desirable or enticing in this event? What do youth want that abstinence will provide?
6. What do youth perceive to be the price of delaying sex? How is this price being minimized by the event?
7. How is this event reaching youth in “places” that they live?
8. How are creativity and the best resources being used in designing this event to get the best results out of the effort spent on the event?
9. What options to abstinence are available or realistic for the youth being served by the event? Are these options being addressed? For example, for older youth having sex is more likely an option. Does the event recognize that sex is a good thing but better delayed for now? Or, is the event taking place in a middle school where a lot of kids are having oral sex? Does the event address the risks of oral sex? Or, does the event recognize the youth who are simply not taking a stand for themselves? What about youth being abused at home?
10. Is the event a repeat? If so, does the event need to be tweaked because of changes in the youth being served, the policy of the school, or the club resources?

**Application:** Components to include in the event as a result of this analysis:

## *Worksheet / Activity Planning*

Event or Meeting: \_\_\_\_\_

Desired Outcome: \_\_\_\_\_

Date: \_\_\_\_\_

Place: \_\_\_\_\_

Lead Person: \_\_\_\_\_

Materials Needed: \_\_\_\_\_

Funds Needed: \_\_\_\_\_

Planning Needed: \_\_\_\_\_

Permission Needed: \_\_\_\_\_

Forms Needed: \_\_\_\_\_

People Needed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Things to emphasize in or apply to this activity from analyzing it with the Social Marketing and Prevention Strategy Worksheets**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **To Do List:**

Task	Person Responsible	Deadline	Other
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# **Research on Adolescent Sexuality and Abstinence**

## *Teen Sex—A Public Health Concern*

### **Teen Sex and Pregnancy**

Out of wedlock births are highest among teens and 20-24 year olds.

(Wisconsin Department of Health and Family Services, Division of Health Care Financing  
Bureau of Health Information, 2001)

Teen parenthood associated with: poverty, abuse, alcohol and drug use, domestic violence, mental health issues, school failure. (Maynard, 1996)

Sons of adolescent mothers are more likely to go to prison. (Maynard, 1996)

### **Multiple Partners and Sexually Transmitted Infections (STIs)**

Age of initiation of sexual activity may increase number of sexual partners.

(Centers for Disease Control and Prevention, 1997, May)

<b>Girl's age at first intercourse</b>	<b>Percentage who had only one lifetime partner if they began having sex at this age</b>	<b>Percentage who had more than five lifetime partners if they began having sex at this age</b>
15 years old or younger	11.3%	58.1%
16 years old	18.6%	44.7%
17 years old	17.3%	44.4%
18 years old	26.0%	37.0%
19 years old	37.6%	27.4%
20 years old or older	52.2%	15.2%

### **Teen Sex and Multiple Partners**

Having multiple partners increases likelihood of contracting a sexually transmitted infection (STI). (Institute of Medicine, 1997)

<b>Lifetime number of sexual partners</b>	<b>Percent who were found to be infected with genital herpes</b>
0	3.0%
1	10.2%
2-4	20.7%
5-9	25.9%
10-49	30.9%
50 partners or more	46.1%

### **Teen Sex and STIs**

About one in four sexually experienced teens contracts a sexually transmitted infection (STI) each year. (Kirby, D., 2001)

Chlamydia and gonorrhea rates are highest among 15-year olds. (Satcher, D., 2001)

### Multiple Partners and Sexual Satisfaction

According to the 1994 Sex in America study:

(Michael, R. T. et al., 1994)

As sexually active adults had more partners, their physical and emotional sexual satisfaction decreased. The highest rates of sexual satisfaction were among those with one lifelong partner.

### Teens and Relationship Education

Through television, movies and the music industry, teens may get faulty perceptions about dating, love and marriage relationships, resulting in limited information and unrealistic expectations.

(Kamper, Charlene, 1996)

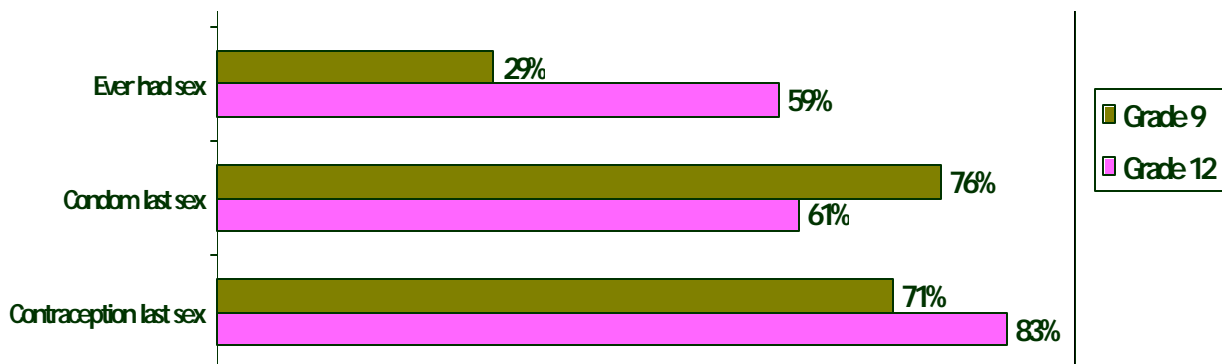
Today's young people want a happy and lasting marriage as one of their highest personal goals. But they express growing pessimism about their chances for a successful marriage.

(National Marriage Project, 2000)

Adolescents need to learn to handle conflict, to communicate honestly about ideas and feelings, and to demonstrate genuine caring for another person.

(Kamper, Charlene, 1996)

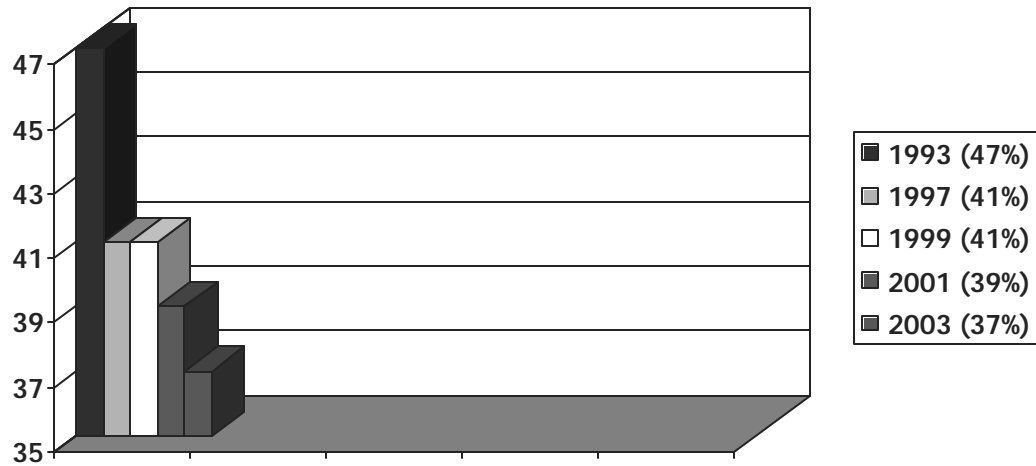
### Sexually Active Teens in Wisconsin, 2001 Youth Risk Behavior Survey



(University of Wisconsin-Madison Comprehensive Cancer Research Center, 2002.)

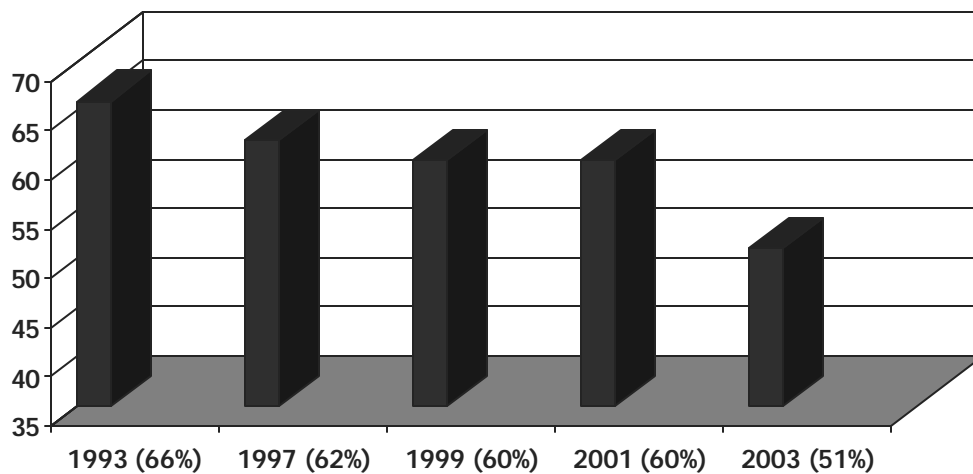
### *Teens and Abstinence*

**The percentage of Wisconsin High School Youth who reported having sexual intercourse has consistently fallen from 1993-2003.**



UW-Milwaukee Center for Urban Initiatives and Research, 2003.

**The percentage of Wisconsin High School SENIORS who reported having sexual intercourse has consistently fallen from 1993-2003.**



UW-Milwaukee Center for Urban Initiatives and Research, 2003.

### **Teens Regret Early Sex**

Teens who wish they had waited longer to have sex

— 55% of teen boys

— 72% of teen girls



### **Teens Want a Strong Message to Wait**

Teens who say teens should receive a strong message from society to delay sex until at least after high school.

- 93% of 1001 in a 2002 national telephone survey  
(National Campaign to Prevent Teen Pregnancy, 2002)

### **Teens and Virginity**

Teens who do not think it is embarrassing for teens to say they are virgins.

- 87% surveyed in 2000 (National Campaign to Prevent Teen Pregnancy, 2000)

### **Teens and Casual Sex**

College freshmen who agreed that

“If two people really like each other, it's all right for them to have sex even if they've known each other for a very short time.”

- 52% in 1987
- 40% in 1998 (UCLA, 27 Jan. 1999)

## *Teens and Protective Behaviors*

The Wisconsin Abstinence Initiative for Youth strives to apply research such as that found in the Adolescent Health Study and other analyses of youth risk behavior studies.

### **Youth are more likely to avoid risky behaviors when they have:**

- Scholastic achievement
- Parent / Family Connectedness
- Peers supporting risk avoidance (Blum, R.W., Beuhring, T., Rinehart, P.M., 2000)

### **Abstinence increases when**

- Parents talk directly about sex (Blum, R.W., Beuhring, T., Rinehart, P.M., 2000)
- Youth BELIEVE their mothers don't want them having sex
  - There wasn't always a correlation between a parent reporting that they communicated an expectation of abstinence and the child reporting that their parent expected abstinence. When a parent communicates this message he or she should test to see if the message has been received.
  - In some families, the parent reported that they did not expect abstinence nor did they communicate it. However, the child believed the expectation was there and upon that conviction chose abstinence.
  - The study found that when a parent communicated an expectation of abstinence and also gave *specific* instructions on how to use a particular form of contraception the youth did not perceive that the parent expected abstinence. (Blum, R.W., 2002)

### **Abstinence increases when:**

- Youth are exposed to abstinence training such as learning about the risks of sexual activity or refusal skills (Blum, R.W., Beuhring, T., Rinehart, P.M., 2000)
- Youth take an abstinence pledge
  - They delay having intercourse about 18 months longer.

However, it's important to also note that research found:

- Youth break the pledge when more than 30% of their peers also pledge.
- Youth are a third less likely to use contraception during their first intercourse than those who never promised to remain virgins. (Bearman, P.S., Bruckner, H., Lazersfeld, P., 1999, March)

## *Teens and Pregnancy Prevention Strategies*

The Wisconsin Abstinence Initiative for Youth strives to apply research such as that found in *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy* (published by the National Campaign to Prevent Teen Pregnancy in 2001). Author Douglas Kirby, Ph.D. identified a number of programs that have been shown through rigorous evaluation to increase the age of first sex, improve use of condoms or contraception among sexually active teens, and/or to actually reduce teen pregnancy. Kirby found that the effective programs share ten common characteristics:

1. Focus on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection.
2. Are based on theoretical approaches that have been demonstrated to influence other health-related behavior and identify specific important sexual antecedents to be targeted. These theories include such socio-psychological constructs as the theory of reasoned action/planned behavior ([http://www.tcw.utwente.nl/theorieenoverzicht/micro/theory\\_planned\\_behavior.doc](http://www.tcw.utwente.nl/theorieenoverzicht/micro/theory_planned_behavior.doc)) or cognitive behavior theory ([http://www.cognitivebehavior.com/theory/index\\_p.html](http://www.cognitivebehavior.com/theory/index_p.html)). These theories help to identify the particular risk and protective factors that the curricula try to change such as the beliefs, attitudes, norms, confidence, and skills related to sexual behavior, which in turn may lead to voluntary change in behavior.
3. Deliver and consistently reinforce a clear message about abstaining from sexual activity and/or using condoms or other forms of contraception. This appears to be one of the most important characteristics that distinguishes effective from ineffective programs. (*The focus of WAIY is to build statewide support for youth to choose abstinence.*)
4. Provide basic, accurate information about the risks of teen sexual activity and about ways to avoid intercourse or use methods of protection against pregnancy and STDs.
5. Include activities that address social pressures that influence sexual behavior.
6. Provide examples of and practice with communication, negotiation, and refusal skills.
7. Employ teaching methods designed to involve participants and have them personalize the information.
8. Incorporate behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students.
9. Last a sufficient length of time (i.e., more than a few hours). Generally speaking, short-term curricula — whether abstinence only or sexuality education programs — do not have measurable impact on the behavior of teens.
10. Select teachers or peer leaders who believe in the program and then provide them with adequate training.

Kirby, D. (2001). *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy (Summary)*. Washington, DC: National Campaign to Prevent Teen Pregnancy.

For a more careful look at *Emerging Answers*, go to:

<http://www.teenpregnancy.org/works/pdf/sciencesaysEffectiveCurricula.pdf>

## *Teens and Social Marketing Strategies*

From the Social Marketing Institute: <http://www.social-marketing.org/index.html>

**Social marketing** is the planning and implementation of programs designed to bring about social change using concepts from commercial marketing. Some of the important marketing concepts are listed here with *examples related to abstinence education in italics*.

1. The ultimate objective of marketing is to influence action;  
*Youth successfully choose to avoid sexual choices that put them at risk for pregnancy / STD.*
2. Action is undertaken whenever target audiences believe that the benefits they receive will be greater than the costs they incur;  
*Youth perceive that the benefits of delaying sex are greater than the potential or perceived costs, such as the challenge of avoiding sex, the loss a boyfriend/girlfriend, not having experiences that others have, enduring pressure from peers, etc.*
3. Programs to influence action will be more effective if they are based on an understanding of the target audience's own perceptions of the proposed exchange;  
*Before encouraging youth to delay sex, learn what it means to them.*
4. Target audiences are seldom uniform in their perceptions and/or likely responses to marketing efforts and so should be partitioned into segments;  
*What are the various views about delaying sex among the youth of your community?  
How can messages about delaying sex be designed to meet the various views?*
5. Marketing efforts must incorporate all of the "4 Ps," i.e.:
  - Create an enticing "*Product*" (i.e., the package of benefits associated with the desired action);  
*Find strategies that present the choice of abstinence as enticing, desirable, etc.*
  - Minimize the "*Price*" the target audience believes it must pay in the exchange;  
*Minimize the perceived "price" a youth perceives to pay for choosing abstinence.*
  - Make the exchange and its opportunities available in "*Places*" that reach the audience and fit its lifestyles;  
*This is not only about actual places but also media such as radio versus TV.*
  - Promote the exchange opportunity with creativity and through channels and tactics that maximize desired responses.  
*Be creative; teen brains need more to be stimulated than adult brains.*
6. Recommended behaviors have competition which must be understood and addressed;  
*Understand the optional choices for youth regarding sex such as choosing to be sexually active, letting things just happen, feeling no power to choose due to sexual abuse*
7. The marketplace is constantly changing and so program effects must be regularly monitored and management must be prepared to rapidly alter strategies and tactics.  
*For example, in Wisconsin the percent of HS seniors who report having intercourse has dropped from 67% in 1993 to 51% in 2003. When it drops below 50% a new message will be available—that more seniors have not had sex than those who have—for promoting abstinence.*

## *A Summary of Research behind WAIY Clubs*

The WAIY Club Network program design and purpose are based on the following research.

### **Youth want support for abstinence.**

In a 2003 poll, 92% of teens surveyed said they want strong support from society to delay sex until at least after high school (National Campaign to Prevent Teen Pregnancy, 2003).

### **The rate of Wisconsin youth who are having sexual intercourse is decreasing.**

In 1993 47% of Wisconsin students reported that they had ever had sex in the Wisconsin Youth Risk Behavior Survey, but in 2003, the percent was down to 37%.

### **Abstinence is likely to increase when:**

- Youth are exposed to abstinence training (Blum, 2000)
- Parents talk directly about sex with their children (Blum, 2000)
- Mothers communicate clearly that they don't want their children having sex (Blum, 2002)

### **Risky behaviors are likely to decrease when:**

- Youth have friends who are not involved in risky activities (Blum, 2000)
- Youth have good academic performance (Blum, 2000)
- Youth are connected to parents (Blum, 2000)

### **Programs are more effective in reducing teen pregnancy when they:**

- Focus on reducing one or more sexual behaviors
- Base program on theoretical approaches that have been demonstrated to influence other health-related behavior and identify specific important sexual antecedents to be targeted.
- Deliver and consistently reinforce a clear message about abstaining from sexual activity.
- Provide basic, accurate information about the risks of teen sex and ways to avoid intercourse.
- Address social pressures that influence sexual behavior.
- Provide examples of and practice with communication, negotiation, and refusal skills.
- Involve participants and have them personalize information.
- Use goals, teaching methods, and materials appropriate to age, experience, and culture.
- Make program last a sufficient length of time (14 or more hours).
- Use teachers or peer leaders who believe in the program and are trained. (Kirby 2001)

### **Teen pregnancy as a social issue warrants every effort we can make to reduce it.**

*Kids having Kids* found teen parenthood to be associated with poverty, abuse, alcohol and drug use, domestic violence, mental health issues, and school failure (Maynard, 1996).

### **A reduction in sexual partners contributes to sexual health and sexual satisfaction.**

- *The Hidden Epidemic* found that having multiple partners increases the likelihood of contracting a sexually transmitted infection (Institute of Medicine, 1997).
- *Sex in America* found that as sexually active adults had more partners, they reported lower levels of physical and emotional sexual satisfaction and that the highest rates of sexual satisfaction were among those with one lifelong partner (Michael, R. T. et al., 1994).

### **Behavior Modification is more effective when using social marketing strategies**

--creating an enticing product; --minimize the *price* perceived; --making the exchange available in appropriate places and --promoting the exchange with creativity

# **Supportive Materials**

## *Healthiest Wisconsin 2010 and Abstinence Education*

High risk sexual behavior is one of eleven health priorities in Wisconsin's 2010 State health plan, *Healthiest Wisconsin 2010—A Partnership Plan to Improve the Health of the Public*.

Three objectives are to be met by 2010:

- **Objective One:** Adolescent Sexual Activity -- A decrease in the proportion of Wisconsin high school youth who report ever having sexual intercourse to 30% by the end of 2010.
- **Objective Two:** Unintended Pregnancy in Wisconsin -- By 2010, reduce the percentage of unintended pregnancies among Wisconsin residents to 30% (includes adolescents in target group).
- **Objective Three:** Sexually Transmitted Infection, including HIV Infection -- Promote responsible sexual behavior throughout the life span, strengthen community capacity, and increase access to quality services to prevent sexually transmitted infection, including HIV infection (includes adolescents in target group).

### **Short and medium term goals in the Objective One logic model include:**

- An increase in perception that delaying initiation of sexual activity or abstinence during teen years is a positive strategy for personal health.
- An increase in the promotion of positive evidence-based relationship skills.
- An increase in social support for communication about healthy sexual growth and development, including the decision to abstain from or delay sexual activity among adolescents.
- An increase in training and support for teaching skills about healthy sexual growth and development and relationships, including the decision to abstain from or delay sexual activity.
- Development or modification of surveillance tools (such as the Youth Risk Behavior Survey, Family Health Survey, etc.) to measure the impact of healthy sexual growth and development, relationship skills, the delay of sexual initiation and abstinence.
- An increase in knowledge, skills, and assets for promoting healthy sexual development, healthy relationships, delaying sexual activity and abstaining. People will have evidence-based information to make and affirm the decision whether to delay sexual activity or abstain. They will have and use skills to support and maintain their decision when in a relationship.
- An increase in knowledge and use of positive evidence-based relationship skills. People will know and apply evidence-based skills necessary for a positive, healthy relationship in their personal relationships.
- An increase in the number of parents, professionals, and youth leaders who effectively teach youth about healthy sexual development and relationship skills, including to delay sexual activity or abstain.
- Implementation of surveillance tools for measuring healthy sexual development, relationship skills, the initiation of sexual activity and abstinence.

**To read more about the Objective One logic model, including the narrative, go to:**

[http://dhfs.wisconsin.gov/Health/StateHealthPlan/ImplementationPlan/pdf\\_files/HighRisk\\_Obj\\_1.pdf](http://dhfs.wisconsin.gov/Health/StateHealthPlan/ImplementationPlan/pdf_files/HighRisk_Obj_1.pdf)

## *Writing a Press Release*

### **What is a press release?**

It is a news story, written in third person, that strives to demonstrate to an editor or reporter the newsworthiness of a particular person, event, service or product.

### **When should a press release be used?**

A press release should be used when a club wants to communicate something significant to its community; the information should be newsworthy. Examples include new research about teen sexuality that will help parents and youth with the sexual decision making process, an event that your club held that was successful in one aspect or another, to announce a special event that you are inviting the community to attend.

### **How is a press release used?**

Press releases are often sent alone, by e-mail, fax or U.S. mail. They are used to present news about new findings, opportunities or information, and they can help you to get your message out to the public.

### **What should I put in my press release?**

See the examples following this article for ideas about what to include in your press release.

### **What does a press release look like?**

On the following page, there are a press release template and sample you can use to format your press release correctly.

### **What does it mean to try to think like a reporter when you issue a press release?**

It means being able to:

- separate real news about your company from promotional puffery
- deliver a sharp story angle that will be of real interest to the news reading or viewing public.
- deliver this angle in a professional, courteous way.

### **Other important things to know:**

- Reporters are not interested in simply helping your organization.
- Reporters might not be interested in your website, mission, or program unless you provide a really good story, in which case a reporter will likely be more enthusiastic about issuing your press release.

Use quotes from people who have experience with your issue, product or service. They add real, personal interest to your story.



## Parts of the Press Release

- **Press Release Headline:**

The Title of Your Article (it should very briefly tell the reader or listener what the article is about and it should have *punch* to catch their attention)

- **Press Release Lead-In:**

The lead-in should present something new, remember this is *news*.

Example of a press release lead-in:

“Recently, on the Abstinence Advancers web site, a site dedicated to promoting, providing resources, and supporting abstinence for youth, teenagers had the chance to say what they thought about abstinence and whether a society that pressures young people to be sexually active is a good thing or a bad thing. (This example might not convince the reporter or editor that what you are sending is *news*, it may look more like an advertisement.)

**Example of a better press release lead-in:**

“America's teenagers are tired of the constant media and societal campaign portraying all young people as sexually active, according to a recent survey taken on the Abstinence Advancers web site. Many teens report that they feel pressured not only by peers, but by movies, music, fashion and perceived expectations into being sexually active. They are saying that, as result of watching TV, movies and music videos, they are being subliminally portrayed as “unusual” or somehow “deficient” if they are not having sex.”

- **The Body of the Press Release:**

The body of the Press Release includes the lead-in and then goes on to present material that backs up your headline and lead statements. This could be in the form of quotes from teens, research results, anecdotal stories, etc. Remember to only use the person's name or identifying information with his or her permission. Otherwise, simply say “a 14 year old boy said...” or “a 16 year old Midwestern girl added...” Use enough supporting material to make your case, and to demonstrate that you didn't just put this together carelessly. It should present more than just a personal opinion.

Quotes will help put in some perspective: for example, “I was surprised by the level of frustration expressed in these messages,” Smith said. “Teenagers are far more clued into this issue than most people would imagine.” Or, you might ask a professional for a quote: “This demonstrates once again the need to teach young girls and boys about how to develop a positive self-image,” said Alice Skenandore, author of *Discovery Dating*. “Abstinence Advancer has done a true service to the entire society by bringing these messages and attitudes to the public's attention.”

- **Closing**

Finally, spend a sentence or two describing your club and what you do. For example, “XXXX High School Good Choices club was started in 2003 to provide information and support to other youth about the abstinence choice. The club offers a range of activities, informational materials and support forums for the young people.”

**Boilerplate:**

The last paragraph can be a "boilerplate" -- boilerplate is an old newspaper term meaning a block of standard text that's used over and over again. It's text that you might use at the bottom of all your releases.

Place your boilerplate right above the # # #'s. (Note: The three #'s mark the end of the press release.)

**Contact Information:**

Below the ###'s, add a line that says something like: If you'd like more information about this topic, or to schedule an interview with John Smith, please call Pat Brown at 555/555-2222 or e-mail Pat at xxxx@xxx.com

**Some Key Things to Remember:**

- Always try to think like a journalist and write from a journalist's perspective. Never use "I" or "we" unless it is in a quote.
- Read lots of good newspaper writing, such as the New York Times or the Washington Post to get a feel for the style.
- Shorter is better. If you can say it in two pages, great. If you can say it in one page, better.

**Template Press Release**

**Name of Club**  
**Logo**  
**Address (name of high school, etc.)**

**Contact person’s name** **For immediate release**  
**Phone number**  
**Email address**

**MAIN TITLE OF PRESS RELEASE IN ALL UPPER CASE**  
Subtitle in Title Case (follow capitalization rules)

**Body of press release, lead in statement(s)**  
XX  
XX  
XX

**Information to support issues and quotes from other students, advisor or program director, as well as research data.**  
XX  
XX  
XX  
XX  
XX  
XX

**Wrap up statements, including information about club meeting, events, dates, times and places.**  
XX  
XX  
XX

**Boiler plate**

# # #

If you’d like more information about this topic, please call ###- #### or email #####@ xxx.com

## Sample Press Release

Wisville High School XXX Club  
4 Wheel Drive, P.O. Box 55  
Wisville, WI 54321

Tony Miller  
920-555-1212  
tonymiller1@aol.com

For Immediate Release

### SURVEY REVEALS WISVILLE HS YOUTH WANT MORE SUPPORT FOR ABSTINENCE Many Teens Report Media Hypes Myths About Them

(WISVILLE – April 11, 2003) – Eighty-seven percent of Wisville HS youth want stronger support for the message to delay sex, according to a survey of 532 students taken April 6 by the Wisville HS XXX Club. Other survey results indicate that 65% of those surveyed, from grades 9 through 12, say they have not engaged in sexual intercourse. Among those that report having sexual intercourse, 69% wish they had waited longer. The results are contrary to the perception that nearly all teens are *‘doing it’*.

The Club received permission from the school board to conduct the survey, called, “Needs Assessment for Wisville Abstinence Education,” after several presentations from members of the XXX Club at the January school board meeting and more than two revisions of the survey by the district’s human growth and development advisory committee.

The survey results were surprising in light of the findings of the U.S. Centers for Disease Control National Youth Risk Behavior Survey that the national percentage of youth who have not engaged in intercourse is only 55%. Club Advisor Stan Wilson states, “The results of this survey indicate that Wisville youth are responding better than average to the message to delay sex.” The goal of the XXX Club is to promote abstinence among youth ages 19 and younger. A Club senior responded to the results with disdain for media messages depicting all youth as sexually active, “This goes against what the media says about teens and shows the truth that we do have our heads on straight.”

The XXX Club meets in the high school conference room at noon every Thursday and on the third Saturday of each month at 1:00 at the Civic Center. The Club distributes information and provides support for learning about abstinence and other healthy choices to students and parents in the community. They also hold events at the school to promote healthy choices. The next event planned is a car wash to be held at Smith’s market parking lot on Saturday, March 29<sup>th</sup> from 11:00 until 3:00.

The mission of the Wisville High School XXX Club is to increase the number of youth who choose abstinence.

###

If you’d like more information about this topic, please call ###-#### or email #####@xxx.com.

## *Writing a Public Service Announcement*

Title: Start Early  
 Message: It's important to know how moms influences sexual choices of their children and to begin early to implement these important strategies. A few keys are 1) assuring that teens understand mom's disapproval of having sex; 2) knowing her children's friends and their parents; 3) high expectations for school; 4) having rules and regulations.  
 Target: Parents  
 Desired Outcome: Parents who don't talk with their children about sex will move forward in behavior modification progression to do so (beginning talking or plan to talk or at least consider talking)  
 Characters: Mom, Karen who is a baby, Announcer  
 Sounds: Car door closing, sound of car engine starting  
 Format: Mostly a monologue of parent to silent child, whom audience assumes is a teen

### Script

[Sound of car door closing and engine starting]

Mom: [begins to talk to her child about all issues of life, doling out advice]  
 Karen: I'm glad I had a chance to meet Ruth and her mom today. It's important for me to know your friends and their parents. And as far as the rules I've been talking about, Sweetie, the reason I have high expectations for you, especially for school, is that getting good grades will make a tremendous difference in your life. And as for what I said about future boyfriends, I want to be very clear that I just don't approve of your having sex until you get married. Karen, you may not understand why I'm saying all these things to you, but I think you will some day. Don't you?  
 Baby: Whhaaaaa!  
 Announcer: Parents, it's never too early to start talking with your children about your values. A message from the Wisconsin Abstinence Initiative for Youth and the Department of Health and Family Services. For more information about helping your children delay sexual activity, visit us on the web at [waiy.org](http://waiy.org). That's W-A-I-Y.org.

## *Abstinence Web Sites*

Sites listed on this may contain information promoting abstinence or relationship education. Inclusion on this list does not represent an endorsement of these organizations or their materials by the agencies of the State of Wisconsin.

### **ClubAC.com** <http://www.clubac.com/home/home.asp>

NBA star A. C. Green's club for teens who want to abstain from sex, drugs and other risk behaviors. If you are under 21 years of age, ClubAC.com was created for you. Membership is FREE to youth and gives access to bulletin boards, advice columns, whaz happen'n. Becoming a member also allows youth to contribute to what goes on the site.

### **It's Great to Wait** <http://www.greattowait.com/index1.html>

This Web site is designed primarily for teens, although there is a parent page as well. It's the site of the Florida Department of Health's abstinence education program. There is much information for teens and the design is very appealing.

### **AbstinencEdu.com** <http://www.abstinencedu.com/>

This is the State of Louisiana's abstinence website and offers a vast amount of information. There are a lot of great pages for youth and adults.

### **Medical Institute for Sexual Health** <http://www.medinstitute.org/>

This site offers a wealth of factual information about the health risks of sexually transmitted diseases and teenage pregnancy. The site is especially suited for medical professionals looking for research. However, the products page offers a variety of posters, books, videos, and brochures available to purchase that can be used by anyone wanting to promote abstinence.

### **National Abstinence Clearinghouse** <http://www.abstinence.net/>

The Abstinence Clearinghouse website offers factual and medical materials, character-based relationship and abstinence programs, curricula, a directory of abstinence speakers, national conferences, and other abstinence materials. A free subscription to a quarterly newsletter is available.

### **National Campaign to Prevent Teen Pregnancy's Abstinence Page**

<http://www.teenpregnancy.org/resources/teens/avoid/abstinence/default.asp>

This subpage of The National Campaign to Prevent Teen Pregnancy's website offers great research on what teens have to say about abstinence and a weekly teen survey on abstinence.

## WAIY Regions 1 through 12

### School Districts by Region

#### WAIY Region 1

Brown Deer  
Cedarburg  
Cudahy  
Elmbrook  
Fox Point Jt. 2  
Franklin  
Germantown  
Glendale-River Hills  
Grafton  
Greendale  
Greenfield  
Maple Dale-Indian Hills  
Mequon-Thiensville  
Milwaukee Public  
Schools  
Nicolet Union High  
School  
Norris  
Northern Ozaukee  
Oak Creek-Franklin  
Port Washington-  
Saukville  
Racine Unified  
Richmond  
Shorewood  
South Milwaukee  
St. Francis  
Wauwatosa  
West Allis-West  
Milwaukee  
Whitefish Bay  
Whitnall

#### WAIY Region 2

Arrowhead Union HS  
Beloit  
Beloit Turner  
Big Foot Uhs  
(Walworth)  
Bloomfield  
Brighton  
Bristol  
Burlington  
Central District/  
Westosha  
Clinton  
Delavan-Darien  
Dover #1 (Kansasville)  
East Troy  
Elkhorn  
Fontana  
Fort Atkinson  
Geneva Jt. #4  
Genoa City Jt. #2/  
Janesville  
Hamilton  
Hartland-Lakeside

Jefferson  
Johnson Creek  
Kettle Moraine  
Lake Country  
Lake Geneva Jt. #1  
Lake G-G City (Badger)  
Lake Mills  
Linn Jt. #4 (Traver)  
Linn Jt. #6 (Reek)  
Menomonee Falls  
Merton Community  
Milton  
Monticello  
Mukwonago Area  
Muskego-Norway  
New Glarus  
North Cape  
North Lake  
Norway Jt. #7 (Drought)  
Oconomowoc  
Palmyra-Eagle  
Paris Jt. #1  
Parkview  
Pewaukee  
Randall Consolidated  
Raymond #14  
Salem #7 (Trevor Grade)  
Salem Jt. #2  
Sharon Community  
Silver Lake  
Stone Bank  
Swallow  
Trevor Grade  
Twin Lakes (Lakewood)  
Union Grove #1  
Union Grove Union  
Walworth Public  
Washington-Caldwell  
Waterford  
Waterford Graded  
Waterloo  
Watertown  
Waukesha  
Waunakee  
Wheatland  
Whitewater  
Williams Bay  
Wilmot Grade  
Wilmot Union High  
WI School for the Deaf  
WI School Visually Imp.  
Yorkville

#### WAIY Region 3

Albany  
Argyle  
Barneveld  
Belleville

Belmont Community  
Benton  
Black Hawk  
Boscobel  
Brodhead  
Cambridge  
Cassville  
Cuba City  
Darlington  
Deerfield  
DeForest  
Dodgeville  
Edgerton  
Evansville  
Fennimore  
Highland  
Iowa-Grant  
Ithaca  
Juda  
Kickapoo Area  
Lancaster  
Madison Metropolitan  
Marshall  
McFarland  
Middleton-Cross Plains  
Mineral Point Unified  
Monona Grove  
Monroe  
Mount Horeb  
New Glarus  
North Crawford  
Oregon  
Pecatonica Area  
Platteville  
Potosi  
Prairie du Chien  
Richland  
River Ridge  
River Valley  
Riverdale  
Seneca  
Shullsburg Public  
Southwestern Wisconsin  
Community  
Stoughton  
Sun Prairie  
Verona  
Wauzeka-Steuben, Et Al.  
Weston  
Wisconsin Heights

#### WAIY Region 4

Alma  
Alma Center-Humbird-  
Merrillan  
Arcadia

For communities  
near borders,  
please see the  
lists below.



Bangor  
Black River Falls  
Blair-Taylor  
Cashton  
Cochrane-Fountain City  
De Soto  
Gale-Ettrick-Trempealeau  
Hillsboro  
Holmen  
Independence  
La Crosse  
La Farge  
Melrose-Mindoro  
Norwalk-Ontario-Wilton  
Onalaska  
Royall  
Sparta  
Tomah  
Viroqua  
West Salem  
Westby  
Whitehall  
Wonewoc-Union Center

#### WAIY Region 5

Adams-Friendship  
Almond-Bancroft  
Auburndale  
Baraboo  
Cambria-Friesland  
Columbus  
Fall River  
Iola-Scandinavia  
Lodi  
Marshfield  
Mauston  
Montello  
Necedah  
Nekoosa  
New Lisbon  
Pardeeville  
Pittsville  
Port Edwards  
Portage  
Poynette  
Princeton  
Randolph  
Reedsburg  
Rio  
Rosholt

Sauk Prairie  
Stevens Point  
Tomorrow River  
Tri-County  
Waupaca  
Wautoma  
Westfield  
Wild Rose  
Wisconsin Dells  
Wisconsin Rapids

### **WAIY Region 6**

Appleton Area  
Beaver Dam Unified  
Berlin Area  
Campbellsport  
Dodge Land  
Fond du Lac  
Green Lake  
Hartford Union  
Erin  
Friess Lake  
Hartford Joint #1  
Herman #22  
Neosho Joint #3  
Richfield #1  
Rubicon Joint #6  
Horicon  
Hortonville Area  
Hustisford  
Kaukauna Area  
Kewaskum  
Kimberly Area  
Little Chute Area  
Lomira  
Manawa  
Markesan  
Mayville  
Menasha Joint  
Neenah Joint  
New London  
North Fond du Lac  
Oakfield  
Omro  
Oshkosh Area  
Ripon Area  
Rosendale-Brandon  
Shiocton  
Slinger  
Waupun  
West Bend  
Weyauwega-Fremont  
Winneconne

### **WAIY Region 7**

Algoma  
Brillion  
Cedar Grove  
Chilton  
Denmark  
Elkhart Lake

Gibraltar  
Hilbert  
Howards Grove  
Kewaunee  
Kiel  
Kohler  
Luxemburg-Casco  
Manitowoc  
Mishicot  
New Holstein  
Oostburg  
Plymouth  
Random Lake  
Reedsville  
Sevastopol  
Sheboygan  
Sheboygan Falls  
Southern Door  
Stockbridge  
Sturgeon Bay  
Two Rivers  
Valders  
Washington  
Wrightstown

### **WAIY Region 8**

Ashwaubenon  
Beecher-Dunbar-Pembine  
Bonduel  
Bowler  
Clintonville  
Coleman  
Crandon  
Crivitz  
De Pere  
Florence  
Freedom Area  
Gillett  
Goodman-Armstrong Creek  
Green Bay  
Howard-Suamico  
Laona  
Lena  
Marinette  
Marion  
Menominee Indian  
Niagara  
Oconto  
Oconto Falls  
Oneida Nation  
Peshtigo  
Pulaski  
Seymour  
Shawano-Gresham  
Suring  
Tigerton  
Wabeno  
Wausaukee  
West De Pere  
White Lake  
Wittenberg-Birnamwood

### **WAIY Region 9**

Antigo  
Arbor Vitae-Woodruff  
Athens  
North Lakeland  
D.C. Everest  
Edgar  
Elcho  
Lac du Flambeau  
Lakeland Union  
Marathon  
Merrill  
Mhlt (Minocqua)  
Mosinee  
Northland Pines  
Phelps  
Prentice  
Rhineland  
Rib Lake  
Stratford  
Three Lakes  
Tomahawk  
Wausau

### **WAIY Region 10**

Abbotsford  
Altoona  
Augusta  
Baldwin/Woodville  
Bloomer  
Bruce  
Cadott  
Chippewa Area Catholic  
Schools  
Chippewa Falls  
Colby  
Cornell  
Eau Claire  
Eleva-Strum  
Elk Mound  
Fall Creek  
Flambeau  
Gilman  
Gilmanton  
Granton  
Greenwood  
Ladysmith-Hawkins  
Lake Holcombe  
Loyal  
Medford  
Menomonie  
Mondovi  
Neillsville  
New Auburn  
Osseo-Fairchild  
Owen-Withee  
Saint Croix Central  
Spencer  
Spooner  
Stanley-Boyd  
Thorp  
Weyerhaeuser

### **WAIY Region 11**

Amery  
Baldwin-Woodville  
Barron  
Birchwood  
Boyceville  
Cameron  
Chetek  
Clayton  
Clear Lake  
Colfax  
Cumberland  
Durand  
Elk Mound  
Ellsworth  
Elmwood  
Frederic  
Glenwood City  
Grantsburg  
Hudson  
Luck  
Menomonie  
New Richmond  
Osceola  
Pepin  
Plum City  
Prairie Farm  
Prescott  
Rice Lake  
River Falls  
Shell Lake  
Siren  
Somerset  
Spooner  
Spring Valley  
St. Croix Central  
St. Croix Falls  
Turtle Lake  
Unity  
Webster

### **WAIY Region 12**

Ashland  
Bayfield  
Butternut  
Drummond  
Glidden  
Hayward  
Hurley  
Maple  
Mellen  
Mercer  
Northwood  
Park Falls  
Phillips  
Solon Springs  
South Shore  
Superior  
Washburn  
Winter



*Contact List for the Wisconsin  
Abstinence Initiative for Youth*

**The Wisconsin Abstinence Initiative for Youth**

Annie Miller, Abstinence Program Consultant  
DHFS, Division of Public Health  
One West Wilson Street – Room 351  
Madison, WI 53702  
608-261-7654; Fax: 608-267-3824  
[millea1@dhfs.state.wi.us](mailto:millea1@dhfs.state.wi.us)

**True 2 Life**

Vickie Valenti, Abstinence Coordinator  
AIDS Resource Center of Wisconsin  
1105 Grand Avenue  
Schofield, WI 54476  
Phone: 715-355-6867; Voice mail: 414-225-1579  
[Vickie.Valenti@arcw.org](mailto:Vickie.Valenti@arcw.org)

**Local Projects**

***Center for Self Sufficiency***

Angela Turner, Executive Director  
2425 East Stratford Court  
Shorewood, WI 53211  
414-906-1600; [cfssturner@cs.com](mailto:cfssturner@cs.com)

***Rosalie Manor***

Deb Heffner  
Abstinence Coalition Manager  
4803 West Burleigh Street  
Milwaukee, WI 53210  
414-449-2868 x253;  
[rmdheffner@access4less.net](mailto:rmdheffner@access4less.net)

***Wise Women Gathering Place***

Alice Skenandore, Chairperson  
2488 Babcock Drive  
Green Bay, WI 54313  
920-490-0627; [wwgp@new.rr.com](mailto:wwgp@new.rr.com)

**Regional Coordinators**

***Region 1***

Sheryl Gotts  
8811 West Oklahoma Avenue #201  
Milwaukee, WI 53227  
414-541-4837; [sgotts@execpc.com](mailto:sgotts@execpc.com)

***Region 2***

Robin Reichhoff  
W708 Hwy 18  
Sullivan, WI 53178  
262-593-8668; [reichhoff8668@charter.net](mailto:reichhoff8668@charter.net)

***Region 3***

Brian Carlisle  
111 West Wilson Street – Apt. 104  
Madison, WI 53703  
(608) 257-1903; [bcarlisle@intervarsity.org](mailto:bcarlisle@intervarsity.org)

***Region 4, 5, 9, and 10***

Jami Kaiser and Dawn Binning  
Children's Service Society of Wisconsin  
503 South Cherry Avenue – Suite 2  
Marshfield, WI 54449  
715-387-2729  
[jami.kaiser@cssw.org](mailto:jami.kaiser@cssw.org)  
[dawn.binning@cssw.org](mailto:dawn.binning@cssw.org)

***Regions 6 and 7***

Sara Krieser  
Family Resource Center  
247 Doty Street  
Fond du Lac, WI 54935  
920-926-0667, x228; [skrieser@fdlfrfc.org](mailto:skrieser@fdlfrfc.org)

***Region 8***

Bev Scow  
Wise Women Gathering Place  
2488 Babcock Drive  
Green Bay, WI 54313  
920-490-0627; [wwgp@new.rr.com](mailto:wwgp@new.rr.com)

***Regions 11 and 12***

Patricia Duhaime  
Contact by phone for address  
218-728-0090; [wait@charter.net](mailto:wait@charter.net)

# **Advisories for Using Abstinence Only Funds**

## *Advisory for Faith-Based Organizations using “Abstinence Only” Funds*

Faith-based and community-based organizations can participate as sub-recipients of the U.S. DHHS Abstinence Education State block grant program. Please note, however, that no funds provided may be expended for sectarian instruction, worship, prayer, or proselytization. If a religious organization offers such activities, they must be voluntary for the individuals receiving such services and offered separately from the federally funded program. A U.S. DHHS funded abstinence program cannot discriminate in providing abstinence education to an individual on the basis of religion, a religious belief, or a refusal to hold a religious belief. All curricula and educational materials for use in the U.S. DHHS funded abstinence program must not violate these restrictions on sectarian activities. Further guidance is provided in the attached Questions and Answers.

### Questions and Answers

1. Question: A federally funded abstinence program is invited to present a program to adolescents attending a church-affiliated summer camp or school. Does this present a problem?  
Answer: No. Federally-funded programs should handle requests for abstinence education presentations in an evenhanded fashion, which neither discriminates against, nor favors, religion, a particular religious doctrine or affiliation, or non-religion (secular). Program education should be offered in a religiously neutral fashion, and decisions about where to offer classes should be made on program relevant criteria such as efficiency, need, public requests, or geographic balance rather than on any religion-related criteria.
2. Question: A religiously-affiliated grantee presents an abstinence class in an organization, like a shelter, which provides a variety of services for teens. Every day at a certain time, a message is announced over the loudspeaker that a worship service is being held in the chapel for anyone who cares to attend. Attendance is voluntary, both for abstinence students and others at the shelter. Neither the cost of the room nor the salary of the leader of the service is paid for with federal abstinence funds. Does this present a problem?  
Answer: No, it does not present a problem since attendance is voluntary and neither the cost of the room nor the salary of the service leader is paid for with federally-funded abstinence funds.
3. Question: An organization which provides federally-funded abstinence education also operates a residential care or prevention program which provides shelter and a variety of services for teens. The organization which sponsors the federally-funded abstinence class makes religious counselors available for the abstinence students and others at the shelter. The counselors are not paid for with federal abstinence funds. They do not see abstinence students unless the students specifically request spiritual counseling. Does this present any problem?  
Answer: No, as long as the counseling is requested voluntarily by the student, the counseling is not paid for with federal abstinence funds, and the counseling is performed at some time or place other than at the same time and location as the federally-funded abstinence education program.

4. Question: A federally-funded abstinence program is provided in a facility which houses a library with many types of books, including some of a specific religious nature, such as Bibles and prayer books. These books were not purchased with federal abstinence funds. Does this present any problem?  
Answer: No. It would be a problem only if the instructors during the federally-funded abstinence education class urged students to read the materials.
5. Question: May a federally-funded abstinence program refer students to religiously affiliated service providers?  
Answer: Yes. However, referrals to other providers in the Abstinence Education Program should be made in response to participant requests and not at the suggestion of the Abstinence Education program provider. If a program participant requests such referral information and the religiously affiliated provider is the best referral for the student, the fact that the provider happens to be religiously affiliated should be no bar to the referral. However, all referrals for services must be provided in a religiously neutral manner. Thus, a federally-funded abstinence program should not steer its students toward or away from religiously affiliated referral agencies. When making any type of referral, the federally-funded abstinence program should consider only the professional qualifications, availability, accessibility, and the conduct of the referral agency.
6. Question: A grantee is located in a geographic region in which the population is predominately one particular religious denomination. Federally-funded abstinence education is available to anyone, regardless of religious denomination. However, due to the nature of the area, most of the students are of a single denomination. Does the fact that most students are of one denomination present a problem?  
Answer: Federally-funded abstinence education grantees may be affiliated with a particular religious denomination. However, the abstinence education must be accessible to the public generally, regardless of the student's religious denomination. Grantees must assure that information about their abstinence education program is broadly disseminated throughout the community, including through public media, such as radio or television, and advertisements in public facilities or areas. Additionally, the program is prohibited from selecting students based on their religious affiliation. No problem is presented, however, where most of the students are of a single denomination due to the fact that the grantee is located in a geographic region in which the population is predominantly that denomination or for reasons unrelated to the grantee's selecting of students based on their religious affiliation (e.g., coincidences, accessibility of the program to a particular population group, comfort level of particular student population group with the educational program).
7. Question: In teaching an adolescent, in what context, if any, may a federally-funded abstinence teacher help the student explore the connection between her religious views, if any, and the issue at hand?  
Answer: During an abstinence class, an adolescent's religious beliefs may arise in two contexts:
  - (a) when the adolescent raises the issue of her/his religious beliefs or
  - (b) when the teacher believes that it is important for the adolescent to consider a variety of factors (including parental and peer values and moral beliefs) in order to make his/her own decisions responsibly.

In both of these contexts, the key principle is that the federally-funded abstinence program must be neutral as to religion. That is, the instruction may not disparage or discourage religion in any way, nor may the instruction engage in any inherently religious activities such as sectarian instruction, worship, prayer, proselytization. Thus, in the first situation, the teacher should acknowledge the importance of the role religious beliefs can play in an individual's life, but must refer the student to other sources of counsel outside the classroom (parents, religious leaders, etc.) to explore the substance of the relevant religious beliefs. If the adolescent wishes specific guidance relating to her/his religious beliefs, she/he should be told to discuss the matter with her/his parents or the religious counselor of her/his choice outside of the classroom.

In the second situation, it is important for the teacher to encourage a student to make decisions with reference to the student's own views on appropriate and moral conduct, whether those spring from religious or non-religious beliefs. If, as a result of that discussion, a student requests guidance on religious issues, she/he should be told to discuss the matter with her/his parents or the religious leader of her/his choice outside of the classroom. Under no circumstances may a teacher express a judgment with regard to a student's religious or non-religious beliefs, or seek to change the religious or non-religious beliefs of a student, or in any way favor religious over non-religious beliefs or vice versa in the context of helping a student explore her/his own moral views. The teacher may wish to explain that the abstinence education class is a government-sponsored class and, therefore, religious counseling or teaching, while very important to many people, is beyond the scope of the program.

In the classroom, a teacher may note that religious beliefs regarding sexual behavior may play an important role in affecting an individual's views and may permit discussion on this point as long as the teacher does not convey a position. The teacher should suggest that participants consult with their parents or religious leaders for a follow-up discussion on this matter.

8. Question: A federally-funded abstinence teacher is discussing with adolescents reasons for postponing sexual activity. An adolescent comments that the Bible (or the church) teaches that premarital sexual activity is wrong and cites references. Class participants want to discuss this and ask about other religions' teachings on this topic. (a) How should this situation be handled? (b) How should the situation be handled if this was a class involving parents and teens together or parents alone, as opposed to adolescents alone?

Answer: (a) The teacher may acknowledge that many faiths teach that premarital sexual activity is wrong and that an individual's faith may play an important role in making a decision on this matter. It would be inappropriate for the teacher to say or imply that religion is irrelevant to the topic, since this would violate the principles of neutrality with respect to religion. Depending on the time permitted and the level of interest expressed by the adolescents, it is acceptable to explore a variety of religious and nonreligious teachings on the subject of premarital sexual activity, although the teacher may not convey any view as to which one is the better view. The teacher should suggest that further discussion or questions should be addressed to parents and/or clergy.

(b) If parents express interest on this subject, the teacher may explore a variety of religious and non-religious teachings on the subject of premarital sexual activity. The teacher may not convey any view as to which one is the better view. Teachers should explain that it is a government-sponsored project and, therefore, religious counseling or teaching, while important to many people, is beyond the scope of the program.

## *Advisory for Family Planning Organizations using “Abstinence Only” Funds*

Family planning and reproductive health organizations are eligible to apply for Federal Abstinence Education Grant funding. Please note, however, that no funds provided through the federal source may be expended for information, referrals or services for contraception or for information, referrals or services for abortion. Therefore, all curricula and educational materials for use in federally-funded abstinence programs must not violate these restrictions. If a family planning organization offers such activities, they must be implemented in a setting separate from the federally-funded abstinence program.

The goal behind the stringent requirements of the federal funding is to protect the emphasis on abstinence that these funds are meant to bring to states and to assure a context in which youth receive a message focused on supporting the choice of abstinence.

Further guidance is provided in the following list of questions and answers.

### Questions and Answers

1. Question: A federally-funded abstinence program is located at a family planning clinic where a comprehensive sexuality education program is being conducted simultaneously in the same building but in a separate room. Does this present a problem?

Answer: No. Federally-funded abstinence program must take place in a separate setting from comprehensive sexuality programs but can take place in the same building.

2. Question: An organization which provides federally-funded abstinence education also makes reproductive health care providers available for anyone who visits the facility. The counselors do not visit the abstinence only program and are not advertised in the abstinence only program setting. Neither are the counselors paid with federally-funded abstinence funds. They do not see abstinence program students unless the students specifically visit their office. Does this present any problem?

Answer: No, as long as the counseling is requested voluntarily by the student, the counseling is not paid for with federally-funded abstinence funds, the counseling is not announced or advertised in the abstinence only program, and the counseling is performed at some time or place other than at the same time and location as the federally-funded abstinence education.

3. Question: A federally-funded abstinence program is provided in a facility which houses a library with many types of books, including some related to contraceptive services. These books were not purchased with federally-funded abstinence funds. Does this present any problem?

Answer: No. It would be a problem only if the instructors during the federally-funded abstinence education class urged students to read the materials.

4. Question: In teaching an adolescent, in what context, if any, may a federally-funded abstinence teacher help the student consider contraceptive options other than abstinence?

Answer: There is no context in which a federally-funded abstinence teacher can help a student explore contraceptive options other than abstinence.

5. Question: A youth is enrolled in a comprehensive sexuality class at a family planning clinic and learns of the clinic's intent to provide a federally-funded abstinence-only class. The federally-funded abstinence class is provided in a different setting on a different night but will run simultaneously with the comprehensive sexuality class. The student enrolls in both classes. Is this a problem?

Answer: No. The student is free to self-select the programs of his or her choice.

6. Question: A youth is referred to a family-planning clinic for pregnancy prevention services. The clinic offers both a federally-funded abstinence only program and a comprehensive sexuality education program. A counselor assesses that the youth has the potential to be abstinent or could easily become sexuality active and would like to refer the youth to both classes. Is this allowable?

Answer: If the counselor is not paid for through the federally-funded abstinence only program, he or she may refer the youth to the clinic's programming as he or she deems appropriate. The role of the federally-funded abstinence program is to provide youth with a message focused on supporting the choice of abstinence, regardless of education programming in which the youth is enrolled at school or in another setting.

7. Question: A federally-funded abstinence teacher is discussing with adolescents reasons for postponing sexual activity. An adolescent comments that contraception can prevent pregnancy. Class participants want to discuss this and ask about forms of birth control. How should this situation be handled?

Answer: The teacher may acknowledge that contraception can prevent pregnancy and that discussions around this topic are valid for youth. Then, the instructor should explain that the goal of the abstinence program is to focus on supporting and encouraging abstinence and should direct the conversation toward abstinence.

# References and Resources



Bearman, P.S., Bruckner, H., Lazersfeld, P. (1999, March). *Promising the Future: Virginity Pledges and the Transition to First Intercourse*. American Journal of Sociology. New York, NY: Columbia University.

Blum, R.W., Beuhring, T., Rinehart, P.M., (2000). Protecting Teens: Beyond Race, Income, And Family Structure, Center for Adolescent Health, University of Minnesota, 200 Oak Street SE, Suite 260, Minneapolis, MN.

Blum, R.W. (2002). Mothers' influence on teen sex: Connections that promote postponing sexual intercourse. Minneapolis, MN: Center for Adolescent Health, University of Minnesota.

Department of Health and Family Services, Adolescent Pregnancy Prevention Committee. (1998). The Wisconsin Plan to Prevent Adolescent Pregnancy, Author. Madison, Wisconsin.

Kirby, Douglas, (2001). Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy, The National Campaign to Prevent Teen Pregnancy, 1776 Massachusetts Avenue, NW, Suite 200 Washington, DC.

Klein JD, Wilson KM. (2002, March). *Delivering Quality Health Care: Adolescents' Discussion of Health Risks with Their Providers*. Journal of Adolescent Health 30(3): 190-195.

Institute of Medicine (1997). The Hidden Epidemic-Confronting Sexually Transmitted Disease (edited by Thomas R. Eng and William T. Butler). Washington, DC: National Academy Press.

Maynard, R. A., Ed. (1996). Kids Having Kids: A Robin Hood Foundation Special Report on the Costs of Adolescent Childbearing. New York, NY: The Robin Hood Foundation.

National Campaign to Prevent Teen Pregnancy. (2000). Not Just Another Thing to Do: Teens Talk about Sex, Regret, and the Influence of Their Parents. Washington, DC: Author.

National Campaign to Prevent Teen Pregnancy. (2002). With One Voice 2002: America's Adults and Teens Sound Off about Teen Pregnancy. Washington, DC: Author.

National Campaign to Prevent Teen Pregnancy (2003). With One Voice 2003: America's Adults and Teens Sound Off about Teen Pregnancy. Washington, DC: Author

National Marriage Project. (2000). Can Kids Get Smart about Marriage? A Veteran Teacher Reviews Some Leading Marriage and Relationship Education Programs. Piscataway, NJ: The State University of New Jersey Rutgers.

Rector, R. (2002). The Effectiveness of Abstinence Education Programs in Reducing Sexual Activity Among Youth. Washington, DC: The Heritage Foundation.

Satcher, D. (2001). The Surgeon General's Call to Action to Promote Sexual Health and Responsible Sexual Behavior. Washington DC: Office of the Surgeon General and the DHHS Office of Population Affairs.

University of Wisconsin-Madison Comprehensive Cancer Research Center. (2002). 2001 Wisconsin Youth Risk Behavior Survey. Madison Wisconsin: Wisconsin Department of Public Instruction.

University of Wisconsin-Milwaukee Center for Urban Initiatives and Research. (2003). 2003 Wisconsin Youth Risk Behavior Survey. Madison Wisconsin: WI Department of Public Instruction.

Wisconsin Department of Health and Family Services, Division of Health Care Financing, Bureau of Health Information (2001). Births to Teens in Wisconsin, 2000 (PHC 5338). Madison, Wisconsin: Author.

### **DHFS Related Websites**

- The Wisconsin Abstinence Initiative for Youth: <http://dhfs.wisconsin.gov/waiy>
- The Wisconsin State Health Plan: <http://dhfs.wisconsin.gov/Health/StateHealthPlan>
- The DHFS website on adolescent pregnancy: <http://dhfs.wisconsin.gov/teenpregnancy>
- The Brighter Futures Initiative: <http://wch.uhs.wisc.edu/02-Programs/02-BFI-MainPage.html>